DOCUMENT RESUME

ED 318 236 FL 018 451

TITLE	Guidelines for Development of Program Plan, Bilingual/ESL Education Programs (Chapter 197, Laws of 1974 and Chapter 212, Laws of 1975 as Amended), Fiscal Year 1990.
INSTITUTION	New Jersey State Dept. of Education, Trenton.
PUB DATE	89
NOTE	110p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); Language Tests; *Program Descriptions; *Program Development; Records (Forms); Second Language Programs; Standardized Tests; State Standards; *Statewide Planning

ABSTRACT

The guide is designed to assist school districts in designing and implementing programs to: (1) meet the needs of limited-English-proficient (LEP) students; and (2) be in compliance with state statutes and regulations. The guidelines are presented in seven sections, the first six corresponding to the sections of the program plan that must be submitted by each district: the program summary, identification and exit of eligible participants, program description, special services for LEP students, program implementation, and program evaluation. The seventh section contains appendixes, including the text of the state bilingual education act of 1974, the state administrative code for bilingual education, the state cut-scores for the standardized tests to be used for student assessment, full-time equivalency tables for staffing, the test codes for instruments with norm-referenced interpretation and needing follow-up, a chart of required testing for bilingual and English-as-a-Second-Language (ESL) students, a glossary, and an index of the countries of the world and languages spoken (for completion of required reporting). Forms for reporting on bilingual and/or ESL education programs are also included. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

FL-LE

GUIDELINES FOR DEVELOPMENT OF PROGRAM PLAN

BILINGUAL/ESL EDUCATION PROGRAMS

(Chapter 197, Laws of 1974 and

Chapter 212 Laws of 1975 as Amended)

FISCAL YEAR 1990

ED318236

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Vespucci

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FL018451

NEW JERSEY STATE
DEPARTMENT OF EDUCATION

BEST COPY AVAILABLE

Guidelines for Development of Program Plan
Bilingual/ESL Education Programs

(Chapter 197, Laws of 1974 and
Chapter 212 Laws of 1975 as Amended)

Fiscal Year 1990

Saul Cooperman
Commissioner of Education

Division of Educational Programs
Assistant Commissioner
Richard A. DiPatri

Division of Compensatory/Bilingual Education
Director
Sylvia M. Roberts

New Jersey
State Department of Education
Division of Compensatory/Bilingual Education
225 West State Street
Trenton, New Jersey 08625

PTM 900.10

STATE BOARD OF EDUCATION

JOHN T. KLAGHOLZ..... Seaside Park
President

JAMES JONES..... Teaneck
Vice President

S. DAVID BRANDT..... Cherry Hill

MAUD DAHME..... Annandale

BETTY A. DEAN..... East Orange

MATEO F. DeCARDENAS..... Union City

ANNE S. DILLMAN..... Perth Amboy

ALICE A. HOLZAPFEL..... Elizabeth

REGAN KENYON..... Princeton

NANCY SCHAENEN..... Madison

JAMES M. SEABROOK, SR..... Bridgeton

ROBERT A. WOODRUFF..... Elmer

DEBORAH P. WOLFE..... Cranford
Representing the State Board of Higher Education

Saul Cooperman, Commissioner of Education
Secretary

T. Edward Hollander, Chancellor of Higher Education
Ex-Officio

ACKNOWLEDGEMENTS

The Director of the Division of Compensatory/Bilingual Education gratefully acknowledges the assistance provided by staff who were involved in the development of Guidelines for Development of Program Plan: Bilingual/ESL Education Programs to assist districts in planning and developing effective bilingual and ESL programs.

Linda Dold-Collins was the primary author and Annalisa Allegro has updated and revised the document.

TABLE OF CONTENTS

	Page
INTRODUCTION	1
SECTION I - PROGRAM SUMMARY	
Discussion	1
Section Summary	1
Statement of Assurances	2
Sample Page - Program Summary	5
Instructions	7
SECTION II - IDENTIFICATION AND EXIT OF ELIGIBLE PARTICIPANTS	
Discussion	9
Section Summary	9
Identifying Eligible Participants	9
State-Established Standards for English Language Proficiency	10
Designating Program Services	11
Placement in Bilingual and ESL Programs	11
Exiting Pupils from Bilingual and ESL Programs	11
Reentry Process	12
Sample Page - Section II - Identification of Eligible Participants	13
Instructions	15
SECTION III - PROGRAM DESCRIPTION	
Discussion	17
Section Summary	18
Bilingual Program Designs	18
Alternative Bilingual Programs	19
Bilingual Curriculum	21
Bilingual Reading Program Designs	21
ESL Program Designs	23
Instructional Approaches in ESL	24
ESL Curriculum	26
High School Curriculum Requirements	26
High School Graduation Requirements	27
State Graduation Test Requirements for LEP Students	27
Sample Page - Section III - Program Description	29
Instructions	31
SECTION IV - SPECIAL SERVICES FOR LEP STUDENTS	
Discussion	33
Section Summary	33
Remedial Services	34
Bilingual Special Education	36
Other Special Services	40
Sample Page - Section IV - Special Services	41
Instructions	43

Page

SECTION V - PROGRAM IMPLEMENTATION

Discussion 45
Section Summary 45
Qualifications 46
Role of Bilingual Teachers 46
Role of ESL Teachers 46
Certification for Teachers of Limited English Proficient Remedial Students 47
Responsibilities 48
Making Staffing Decisions 48
Inservice Training 49
Sample Page - Section V - Program Implementation..... 51
Instructions..... 53

SECTION VI - EVALUATION OF PROGRAMS

Discussion 55
Section Summary 55
Valid and Reliable Procedures 56
Selection of Evaluation Instruments 56
Evaluation Technical Standards 56
Functional Level Testing 57
Testing Dates 57
Test Analyses 58
Selection of an Evaluation Model 58
Review of Exit Rate 58
Sample Page - Section VI - Evaluation Design by Content Area. 59
Instructions..... 61

APPENDICES

Appendix A
Bilingual Education Act 67

Appendix B
Administrative Code for Bilingual Education 71

Appendix C
New Jersey Cut-Scores for the Language Assessment Battery and the Maculaitis Assessment Program 79

Appendix D
Full Time Equivalency (FTE) Tables..... 81

Appendix E
Test Codes 83

Appendix F
Required Testing for Bilingual/ESL Students..... 93

Appendix G
Glossary..... 95

Page

Appendix H
Index of the Countries of the World and Languages Spoken..... 97

Bilingual and/or ESL Education Program Plan..... 107

INTRODUCTION

The Bilingual Education Act (N.J.S.A. 18A:35-16) was enacted to assure that students of limited English proficiency are provided instruction which will allow them to continue to develop academic skills while acquiring English language skills. Chapter 212 as amended also reaffirmed the need to provide special instructional programs to children who do not know sufficient English to work successfully in an English-only classroom. State bilingual categorical aid is made available to districts to assist them in meeting the educational needs of these children. To qualify for these funds, districts are required to submit a program plan describing how these services will be provided. The purpose of these guidelines is to assist districts in designing and implementing educational programs that will meet the needs of their limited English proficient students and to be in compliance with state statutes and regulations.

The guidelines have been prepared in seven sections. Sections I-VI correspond to the sections for completing the program plan for school year 1989-1990 and Section VII is the corresponding addenda. Each of the first six sections of the guidelines contains a discussion of program requirements, section summary statements, and instructions.

As local school district personnel use this manual, they are encouraged to suggest to the Division of Compensatory/Bilingual Education how the manual may be modified to provide even greater assistance in the future.

Sylvia M. Roberts, Director
Division of Compensatory/Bilingual Education

SECTION I - PROGRAM SUMMARY

Discussion

Programs of bilingual education are required by New Jersey state statute whenever there are 20 or more pupils of limited English proficiency (LEP) from the same language background enrolled in a school district. Additionally, English as a second language (ESL) programs must be established whenever 10 or more pupils of limited English proficiency are enrolled. A program plan describing the district's services in bilingual and ESL education must be submitted annually for approval by the State Department of Education. The program plan must be signed by the chief school administrator and submitted to the county office of education by July 14, 1989.

The statement of assurances that appears on page 1 of the Program Plan is based on state statute and administrative code. State funding for bilingual and ESL programs is generated by Chapter 212 NJSA to meet the educational needs of children of limited English proficiency. State Compensatory education funds and Chapter 1 monies are available for remedial and supplemental services to LEP students in the areas of communication (reading/writing/ESL) and computation. Title VII monies are awarded to districts on a competitive basis for innovative programs in bilingual education. Other federal funding sources which provide additional monies to districts with special populations are Transition Program for Refugee Children (TPRC) and Emergency Immigrant Education Assistance (EIEA). These funds can provide for supplemental ESL and bilingual education services, as well as support services such as counseling.

Section Summary

- The original and one copy of the Bilingual/ESL Program Plan must be submitted to the county office of education by July 14, 1989.
- Districts with bilingual programs must submit the following pages of the program plan: Program Summary; Identification and Exit; Program Description (Bilingual and ESL); Special Services; Program Implementation; and Evaluation Design.
- Districts with ESL programs must submit the following pages of the program plan: Program Summary; Identification and Exit; ESL Program Description; Special Services; Program Implementation; and Evaluation Design.
- Districts with fewer than 10 LEP children that provide an ESL program with an ESL certified teacher are eligible for state bilingual categorical aid. These districts must submit an ESL program plan.

- The two main sources of fiscal support for bilingual and ESL programs are local funds and state bilingual categorical aid. Local boards of education are responsible for implementing bilingual and ESL programs and thus, local board monies must be included and reported in the district budget. Bilingual categorical aid is to supplement local expenditures. Together, both funding sources should finance a program that meets identified student needs. Federal funds, including Chapter 1, Title VII, TPRC and EIEA, and State Compensatory Education funds are considered supplemental and may be used to enhance program services provided through local and state bilingual funds.

- Parents of students enrolled in the program must be properly notified of their child's participation in the program and consulted in the planning and development of the program (N.J.A.C. 6:31-1.12).

- Local boards of education must formally adopt by board resolution the district's bilingual and ESL curricula.

Statement of Assurances

1. **Fiscal Requirements**

Local school districts must maintain proper fiscal control and accounting for state bilingual funds. They are further required to maintain a list of the children identified as limited English proficient by completing bilingual and ESL class registers, as documentation for students reported on the Application for State School Aid (A.S.S.A.).

The budget for the bilingual/ESL program is not part of this program plan. This program budget is part of the Annual Improvement Program Budget which is submitted in January to the county superintendent of schools for approval for the following school year. Although state categorical funds are provided to support the program services, the local district is responsible for providing the program. Thus, local monies must also be included and reported in instructional salaries and materials.

When a district identifies 20 or more LEP students from the same language background at the beginning of a school year, the Annual Improvement Program Budget must reflect sufficient financial support for the needed bilingual program for the upcoming school year.

Districts starting new programs do not receive state bilingual categorical aid until the second year of program implementation. Since categorical aid is always based on September 30 enrollment data, the new program services must be fully in place by then. Categorical aid always is based on the prior school year's September 30 enrollment data.

2. **Compliance with Law and Administrative Code**

Bilingual education programs are required when 20 or more LEP students from the same language background are enrolled in the district. There must be an ESL program when 10 or more LEP students are identified, regardless of whether they share the same language. The Bilingual Education Act (N.J.S.A. 18A:35-16) and accompanying Administrative Code (N.J.A.C. 6:31-1.1 et seq) clearly delineate the statutes and regulations that govern these programs. (For easy reference, copies of both documents are included in the appendices of this manual.)

3. **Involvement in Planning**

A committee of parents and local school district representatives shall be involved in the planning and review of the bilingual program. This is particularly important for districts desiring to establish cluster sites for the program. Parental involvement is also required in the planning and review of ESL-only programs (N.J.A.C. 6:31-1.14).

4. **Parental Notification**

Parents of students enrolled in the bilingual and ESL programs must be informed of their child's participation in the program. To ensure that parents fully understand this communication, a letter regarding their participation must be written in both English and the primary language of the home and sent to the home within 10 working days of the child's enrollment. The letter of notification regarding participation in the program must inform parents of their right to review and challenge the identification process, including procedures and pertinent data used to determine their child as limited English proficient (N.J.A.C. 6:31-1.12).

Progress reports must be sent home on a regular basis and must be written in both English and the language of the home. This is a requirement for all bilingual programs and should occur, whenever possible, for ESL programs (N.J.A.C. 6:31-1.12).

5. **Parent Advisory Committees**

Districts with bilingual programs must establish a formal advisory committee (ESL-only program districts are not required to have a formal advisory committee). The majority of the members of the committee must be parents of children enrolled in the program. The committee must meet at least four times each school year.

6. **Inservice Training**

An in-service training plan on bilingual/ESL education must be developed around identified professional needs for bilingual and ESL staff, as well as for general program staff when appropriate. The identified needs of staff in this area should be included in the district's professional improvement plan.

7. **Curriculum Development**

Districts are required to develop formal curricula for both their bilingual and ESL programs. These curricula should include goals, objectives, a sequence of skills to be taught, methods, and materials to be used. The bilingual curriculum must also address the use of two languages in the classroom and the district's design for effecting the transition from native language to English instruction should be integrated into the curriculum. These curricula must have formal board approval.

Board Approval

Please Note: The LEA is not required as in previous years to adopt board resolutions authorizing the program plan and accepting bilingual categorical aid.

SECTION I: PROGRAM SUMMARY
BILINGUAL AND /OR ESL EDUCATION PROGRAM PLAN - FY 90

A. District Information:

_____ ☐☐ County

_____ ☐☐☐☐ District

_____ Contact Person _____ Title

_____ Area Code _____ Phone Number

_____ Address

_____ City _____ State _____ Zip Code

Program Type: Bilingual/ESL _____

ESL-only _____

B. Funding Sources for Bilingual and/or ESL Programs:

Enter the amount of funds rounded to the nearest dollar for the Bilingual and/or ESL Program next to the appropriate source.

01 Local _____
02 State BCA _____
03 State SCE _____
04 Chapter 1 ECIA _____
05 EIEA _____
06 TPRC _____
07 Title VII _____
08 Other _____

C. STATEMENT OF ASSURANCES

THE SCHOOL DISTRICT HEREBY ASSURES THE COMMISSIONER OF EDUCATION OF THE STATE OF NEW JERSEY THAT:

1. The control of funds provided under State Bilingual Categorical Aid shall rest with the school district for the purposes in this plan.
2. The Bilingual and/or ESL education program will be operated in compliance with applicable New Jersey statutes and regulations.
3. A committee of school district representatives and parents of limited English proficient students was involved in the planning and development of this plan.
4. Parents of students in the bilingual and/or ESL program have been properly notified of their child's participation in the program.
5. A Bilingual Parent Advisory Committee has been established for districts implementing bilingual programs.
6. Inservice training on bilingual and ESL education will be provided for district staff in accordance with identified needs during the school year for which the plan is approved.
7. The board has approved and adopted the district's bilingual/ESL program curricula.

_____ Name of Chief School Administrator

_____ Signature of Chief School Administrator

_____ Date Signed

SUBMIT THE ORIGINAL AND ONE COPY TO THE COUNTY OFFICE OF EDUCATION

Instructions: Section I - Program Summary

A. District Information

Complete county name and code and district name and code. The individual listed as the contact person should be that person to whom the County Office of Education and the Office of Bilingual Education can direct correspondence and questions of a programmatic nature. List the contact person's title, phone number, and address.

Check the type of program that the district has: bilingual/ESL or ESL - only.

B. Funding Sources for Bilingual and/or ESL Programs

All amounts should reflect fiscal year 1989-90. List the amount of funds next to the appropriate funding source. Round to the nearest whole dollar amount.

(01) Local: Enter all local resources appropriated for the bilingual and/or ESL program. Local monies must be allocated for the program.

(02) State BCA: Enter the amount of state bilingual categorical aid allocated and approved.

(03) State SCE: Prorate and enter the amount of state compensatory education funds allocated for basic skills services for LEP students.

(04) Chapter 1 ECIA: Prorate and enter the amount of Chapter 1 ECIA funds allocated for basic skills services for LEP students.

(05) EIEA: Enter the amount of Emergency Immigrant Education Assistance funds allocated for LEP students.

(06) TPRC: Enter the amount of Transition Program for Refugee Children funds allocated for LEP students.

(07) Title VII: Enter the amount of Title VII funds allocated for LEP students.

(08) Other: Enter all other funds to be used for the bilingual and/or ESL program. Please specify the source(s) of these funds.

C. Statement of Assurances

Review each statement listed. All statements are pursuant to state law and code (N.J.S.A. 18A:35-15 et seq., 18A:7A-1 et seq.; N.J.A.C. 6:31-1.1 et seq.; N.J.A.C. 6:8-1.1 et seq.)

SECTION II - IDENTIFICATION AND EXIT OF ELIGIBLE PARTICIPANTS

Discussion

The Bilingual Education Act requires all districts to identify students with another language in their background enrolled in the schools of the district and to determine whether or not they are limited English proficient. These children are to be identified in accordance with procedures prescribed by the state.

This section describes the procedures to be followed to determine whether students are limited English proficient. Students who are limited English proficient are to be provided appropriate services. Once students acquire proficiency in English they are to be placed in the monolingual English program.

Section Summary

- All students whose native language is not English and who score below the state established cut-off score on an English language proficiency test are students of limited English proficiency.
- Each district in the state must identify students whose native language is not English and maintain a census of these students (N.J.A.C. 6:31-1.2).
- All students whose native language is not English must be assessed to determine whether or not they are limited English proficient in accordance with state guidelines and regulations (NJAC 6:31-1.2).
- All students identified as limited English proficient must receive the appropriate services in accordance with state regulations (N.J.A.C. 6:31-1.3 and 1.4).
- All districts must exit students when they have met state established cut-off scores on a language proficiency test (N.J.A.C. 6:31-1.1).
- All limited English proficient students must be assessed for exit annually with a language proficiency test (N.J.A.C. 6:31-1.10).

Identifying Eligible Participants

In order to comply with the requirement of a census, all children with a native language other than English must be identified. The district's census is a listing of the names of all students between the ages of five and 18 enrolled in the district whose native language is not English. The New Jersey Administrative Code defines native language as "...the language first acquired by the pupil; the language most often spoken by the pupil; or the language most often spoken in the pupil's home, regardless of the language spoken by the pupil" (N.J.A.C. 6:31-1.1). The native language may be identified through the following procedures:

- home language survey completed by either the parents of the students or by school personnel;
- registration survey completed by school personnel as part of the registration process; or
- school survey completed by classroom teachers.

Those students on the census who possess some English language skills may be screened to determine those who need to be administered an English language proficiency test. The screening focuses on the English reading level of the students. Students at or above the established district reading norm as measured by standardized tests or other objective indicators may be assumed to be English proficient and do not have to take the English language proficiency test. These pupils remain a part of the district's enrolled population above the norm for English language proficiency and receive classroom instruction in English only. The district must nevertheless ensure that these children remain on the census and that reading test scores referred to when making placement decisions are recorded.

An English language proficiency test in the areas of listening, speaking, reading and writing must be administered to those pupils with another language in their background, unless they are determined to be English proficient based on the screening with the standardized reading test. The Language Assessment Battery (LAB, 1982) and the Maculaitis Assessment Program (MAC, 1982) are the tests most widely used for this purpose. However, other language proficiency tests may also be used, as long as the tests have validity and reliability and measure the areas of listening, speaking, reading and writing. Districts are advised to consult the Department of Education should they select a language proficiency test other than the LAB or MAC.

State-Established Standards for English Language Proficiency

The Department of Education conducted a norming study during the spring of 1988 for the Language Assessment Battery and the Maculaitis Assessment Program to establish state English language proficiency standards. These cutoffs are to be used to determine participation in a bilingual or ESL program (see Appendix C for these recommended norms). For further information regarding the study, norms and cutoffs for these tests, please refer to Norming Study of the Language Assessment Battery and Maculaitis Assessment Program: Practitioner's Report, February, 1989.

If a language proficiency test other than the LAB or MAC is administered, the district must establish standards that are equivalent to the state's standards.

Designating Program Services

Those districts identifying 20 or more pupils of limited English proficiency in any one language classification must establish a bilingual program for those pupils (N.J.A.C. 6:31-1.3).

Those districts identifying 10 or more pupils of limited English proficiency must establish an ESL program for those pupils (N.J.A.C. 6:31-1.4).

Those districts identifying fewer than 10 pupils of limited English proficiency must provide services to improve the English language proficiency of those pupils (N.J.A.C. 6:31-1.4).

Placement in Bilingual and ESL Programs

The enrollment of pupils of limited English proficiency in bilingual and ESL education programs is mandatory.

When the Department of Education requested an opinion from the Attorney General's Office regarding parents withdrawing their children from bilingual or ESL programs, that office advised that parents or guardians of children found to be of limited English proficiency do not have a statutory or administrative right to remove their children from programs of bilingual and ESL education.

The opinion is based upon the state mandate for the provision of a "thorough and efficient" education to all students enrolled in the public schools of New Jersey and the New Jersey Bilingual Education Act.

When parents are notified of their child's participation in a bilingual or ESL program, they must be advised that they may request a meeting with district personnel to review the identification procedures followed. If the parents still have concerns, they should be advised of the appeal process established by the local board of education. During this time, however, the child shall remain in the program.

Exiting Pupils from Bilingual and ESL Programs

Students must be assessed annually for exit with a language proficiency test (N.J.A.C. 6:31-1.10). In February 1989 the Appellate Division of the Superior Court of New Jersey ruled in favor of the single exit criterion. Effective in spring 1989 districts must exit students from bilingual and ESL programs when they attain the state established cut-off score on a language proficiency test (N.J.A.C. 6:31-1.1).

Pupils are placed in the monolingual English classroom when they meet the exit criterion of a passing score on an English language proficiency test. Decisions regarding placement in English-only classrooms usually are made at the end of the school year and implemented at the opening of the following school year, but students may be referred for testing whenever the bilingual and/or ESL teacher believes that the student will be successful in the mainstream program. Parents of pupils who are to leave the bilingual programs should be informed of their child's placement in English-only classrooms.

Reentry Process

In August 1988 the State Board of Education adopted an amendment which provides for reentry into the bilingual or ESL program of a newly exited student who fails to make progress in the regular program (N.J.A.C. 6:31-1.10). Regular classroom teachers, with the approval of the principal, may recommend students for retesting after a minimum of one semester to two years in the mainstream program. If students are experiencing extreme difficulty in adjusting to the mainstream program, a waiver of the minimum time limitation may be approved by the county superintendent upon request of the chief school administrator.

Recommendations for reentry must be based on the student's difficulty in communicating effectively with peers and adults, understanding directions given by teachers, and/or comprehending basic verbal and written materials. Testing must occur with a language proficiency test, but a different test or a different form of the test than that used to exit the student must be used. If the student scores below the proficiency cutoff on the test, the student may reenter the bilingual or ESL program.

SECTION II: IDENTIFICATION AND EXIT OF ELIGIBLE PARTICIPANTS

County: _____ ☐☐ District: _____ ☐☐☐☐

A. Native Language Census:
Check all the methods used to identify students with another language in their background.

01 _____ Home Language Survey
02 _____ Registration Survey
03 _____ School Survey
04 _____ Other Please describe: _____

_____

B. Administration of the Language Proficiency Test:

Col. 1	Col. 2	Col. 3	Col. 4
Grade	Instrument Code	Type of Score Code	Standards
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Instructions: Section II - Identification and Exit of Eligible Participants

Enter the district and county name and their respective codes.

A. Native Language Census

Place a check (✓) next to each method used by the district to identify students with another language in their background.

B. Administration of the Language Proficiency Test

Column 2: Enter for each grade the **code** of the instrument used to assess English language proficiency. Refer to Appendix E for test codes (The LAB is 226 and the MAC is 234).

Column 3: Enter for each grade the **code** for the type of score for the instrument used.

Score	Code
Normal Curve Equivalents	01
Standard Scores or Publisher Standard Scale Scores	02
Stanine	03
Raw Scores	04

Column 4: Enter, for each grade, the state established English language proficiency test standard or norm. If a language proficiency test other than the LAB or MAC is administered, the district must establish standards that are equivalent to the state's standards. The district must describe the procedures used to establish the standards on a separate sheet.

SECTION III - PROGRAM DESCRIPTION

Discussion

The bilingual education program is defined in law as a full-time program of instruction in all those grade levels served by the district and which:

- offers all courses and subjects required by law and regulation;
- develops skills in both the native language of the child and English; and
- addresses both the cultural background of the children enrolled and that of the United States.

Bilingual programs must be provided whenever there are 20 or more pupils of limited English proficiency from the same language background identified in the district. All eligible children must be enrolled in the program. The law also allows for the voluntary enrollment of native English speaking students in the program, provided they do not comprise a majority of the students enrolled.

Bilingual programs in New Jersey are transitional. Certified bilingual teachers are expected to provide developmental instruction by using both the native language of the children and English. Districts must develop bilingual curricula which clearly articulate how the transition from the native language to English is to occur.

ESL instruction is integral to bilingual program instruction. It must be provided in districts with 10 or more limited English proficient students, regardless of their native language background. ESL is a developmental language program for non-native speakers of the language. Instruction is provided to develop proficiency in listening comprehension, speaking, reading and writing skills in English. Curriculum for ESL must also be developed and adopted by the local school board. At the secondary level, it is strongly recommended that the ESL curriculum be aligned with the Maculaitis Assessment Program and the HSPT in order to afford students the appropriate instruction to meet graduation requirements.

Sometimes considerations related to size, scope and quality make it necessary to modify the bilingual program. Therefore, certain bilingual program alternatives may be implemented. But such alternative designs are considered phase-in models, and therefore, must only be developed in consultation with and the approval of the State Department of Education.

The bilingual program is the LEP student's basic instructional program. In cases where the program is considered part-time, it is still the core instructional program of the children enrolled. Planning and services provided should reflect this. The program curriculum should state the district's educational philosophy and goals as well as how these will be achieved. In planning the program, both the program design and the instructional model to be followed should be clearly articulated in district policy and curriculum guides.

Section Summary

- Bilingual programs are full-time programs which provide instruction in all the courses and subjects offered in the regular program, in addition to ESL instruction.
- When 20 students of limited English proficiency of the same native language are enrolled in the district, a bilingual program must be established. During the first year that 20 or more students of the same native language are identified, the district must develop a program plan for implementation the following school year.
- Bilingual programs in New Jersey are transitional. Districts must develop curricula for the bilingual program which clearly articulate how transition from the native language to English will occur.
- Whenever a district enrolls 10 or more students of limited English proficiency, regardless of their native language, an ESL program must be provided. During the first year that 10 or more LEP students are identified, the district must develop a program plan for implementation the following school year.
- ESL is a developmental English language program designed to develop proficiency in listening comprehension, speaking, reading and writing skills in English.
- Where limited numbers of limited English proficient students are enrolled across various grade levels, alternative program designs may be developed, but only in consultation with the Department of Education.

Bilingual Program Designs

Bilingual education programs should be full programs of instruction offered daily. They should include <u>all</u> required courses and activities available to other pupils in the district. Bilingual programs as implemented in New Jersey are transitional. Certified bilingual teachers are expected to teach in two languages. Skills are usually developed first in the dominant language of the student and then transferred to English. This organized use of two languages ensures that students acquiring English also develop and maintain basic competencies in all subject areas. The bilingual program also includes ESL as a component, where certified teachers build English vocabulary and structures using second language teaching techniques.

At the secondary level, sufficient courses must be offered to enable the student to meet <u>all</u> graduation requirements. If a class for bilingual students in a required subject cannot be formed, such as health, plans must be developed in consultation with the Department of Education to meet the needs of the students (N.J.A.C. 6:31-1.3).

In subjects and activities such as art, music, and physical education, limited English proficient students must participate fully with English speaking students. Teaching methods and measurement of student performance in these subjects, however, should take into account that the students are of limited English proficiency.

Effective bilingual programs are designed by administrators in cooperation with bilingual and ESL teachers, English-only classroom teachers and parents. The number of eligible students district-wide and by school, the grade levels of identified students, the number of bilingual and ESL teachers, and program funding requirements all are considered when implementing or continuing a viable program. The following designs are suggested ways of providing bilingual programs. It should be noted that in all models bilingual program students are integrated with English-only classroom students in subjects and activities such as art, music, and physical education.

Self-Contained: Students remain in the same classroom for their academic day, receiving all formal instruction from the same bilingual teacher via the language in which they are most proficient, as well as developing second language concepts, fluency, and literacy skills.

Proficiency-Level Program: Students are placed in self-contained bilingual classrooms according to their level of language proficiency. Based upon the proficiency level of the class, students are instructed in (1) primarily their native language, (2) both their native language and English, (3) primarily English.

Departmentalized Program for Secondary Grades: Students receive instruction in the content areas from bilingual teachers who are also certified in the content area.

Alternative Bilingual Programs

Districts with small numbers of limited English proficient students at the elementary level may implement the bilingual pull-out component as a phase-in step to a full bilingual program planned in consultation with the county office and the Office of Bilingual Education. It must be stressed that where the responsibility for the child's educational program is shared by the English-only classroom and bilingual and ESL teachers, a team approach must be used. Otherwise the child will receive three independent instructional programs, rather than one interrelated and coordinated program.

Scheduling in this type of program requires great care. Children who receive their developmental instruction from a bilingual teacher should not receive a second developmental program from an English-only classroom teacher. However, the bilingual teacher should assist and advise the English-only classroom teacher on how to best design instructional activities which support the developmental program provided in a bilingual setting, when the children return to the English-only classroom.

Where the pull-out program design is adopted, the program must offer both developmental reading and mathematics instruction to the children enrolled. At the kindergarten level, the program instructor will provide the children's reading and mathematics readiness programs. Although the setting for these services is pull-out, it is important to note that these instructional components are the children's developmental reading and mathematics programs. Thus, the bilingual teacher should evaluate the children's progress in these subjects. Furthermore, the English-only classroom teacher should be made fully aware that the subjects are the responsibility of the bilingual teachers. The classroom teacher also shares the responsibility of the child's educational program in other subject areas.

Although developmental reading and mathematics are the minimum requirements in this program, it should be expanded to include other curriculum offerings, when and where staff and time permit. Again, this is considered a phase-in program that should eventually be expanded to a full-time program of bilingual instruction.

In districts with small numbers of limited English proficient students at the elementary level (grades K-8), the following may be planned in consultation with the county superintendent and the Office of Bilingual Education.

Bilingual Pull-out Component: Students receive daily instruction in developmental reading and mathematics by a bilingual teacher for at least 90 minutes or up to one-half day. The bilingual teachers should determine the report card grade for subjects taught. The remainder of the school day is spent in English-only classrooms where the children receive science, social studies, art, music, and physical education instruction and in the ESL class for English language development.

Bilingual Resource Room: This program option is for LEP students who have very strong academic skills in the native language, combined with proficiency in reading and writing in English, but lack strong aural/oral proficiency. Bilingual resource room services are provided daily by a certified bilingual teacher in identified subjects and with specific assignments on an individual student basis. The bilingual resource teacher uses a wide variety of resource materials on a broad range of topics that cover all curricular areas. ESL instruction is also provided by a certified ESL teacher.

In districts with small numbers of limited English proficient students at the secondary level, the following may be planned in consultation with the county superintendent and the Office of Bilingual Education.

Bilingual Tutorial: Students are provided a standard ESL class, a second period of bilingual instruction in a required content area, and a third period as a tutorial activity to cover subject areas based upon student need. Both the content area and the tutorial activities should be taught by a bilingual teacher. This program alternative is recommended when there are between 25 to 50 students. Students also receive ESL instruction from a certified ESL teacher.

High Intensity ESL: Students receive two or more class periods a day of ESL instruction, with one period as the standard ESL class. The second period is either a tutorial, where needed content is studied through ESL methods and techniques, or a reading period taught by ESL methods and techniques. This program alternative is recommended when there are between one and 25 students.

All of the alternative program models described above are considered phase-in models and may only be developed in consultation with the Department of Education. These models are only allowable when evidence related to size, scope and quality indicate that it would be impossible or unreasonable to implement a full-time program. However, as enrollments change, the factors that initially indicated the need for such an alternative model also change. Program services must be expanded in accordance with changing needs and available resources.

Bilingual Curriculum

The goal of bilingual programs in New Jersey is to assist children in making a smooth and successful transition from native language to English-only instruction. To achieve this goal, the district curriculum must clearly define how this goal will be met (N.J.A.C. 6:31-1.3). If bilingual program participants are to enter into the monolingual English program, the bilingual curriculum should parallel the English-only instructional curriculum. Nevertheless, there will also be certain inherent differences between the two sets of curricula. These commonalities and differences should be delineated. Good bilingual curricula should clearly map out the district's design for effecting transition. They should contain guidelines for making decisions regarding:

- the initial language of instruction;
- how and when instruction in English should be initiated; and
- reading level placement when making the transition to the English reading program.

Bilingual Reading Program Designs

Developing a transitional bilingual curriculum for the reading program requires research and planning related to available models. A variety of approaches and instructional designs have been developed and followed by districts in New Jersey. The core of the curriculum usually focuses on the reading program. Since transition from native language to English instruction in all content areas is largely characterized by and dependent on the transition in reading, districts should clearly define how the transition in reading is carried out.

The bilingual reading program designs or practices that have been identified in the state, fall into several different prototypes. These prototypes are as follows:

- **Concurrent reading program**

  The concurrent reading program is a structured dual language reading program. Concepts and skills are introduced and developed in the child's native language or dominant language; applications of these skills or concepts are concurrently developed in English. This approach is followed until children can function successfully in English and are able to exit from the bilingual program.

- **Dual reading program**

  The dual reading program provides reading instruction in both the child's native language and English. Unlike the concurrent reading approach, however, the two programs are treated separately. Very often specific times are set for each, with reading in the native language in the morning and English reading in the afternoon, or alternate days of reading in each of the languages.

- **Gradual transitional reading program**

  Much like the transitional reading program, children are placed in a native language reading program. When they have met district determined criteria, they are introduced to the English reading program. However, rather than being placed in the regular district basal series, children are initially introduced to English reading through ESL readers. Thus, the transition to English reading is a gradual one.

- **Transitional reading program**

  Reading skills are introduced and developed in the native language. At the same time, ESL instruction is provided. At a certain point in the child's reading program, based on certain indicators and sets of criteria, the child is placed in the English basal reader of the district and continues in this reading program until he/she meets district exit criteria.

- **English language experience approach**

  The English language experience approach to reading uses the children's own experiences and English language ability to develop reading material. The method builds on the students' experience and prior knowledge of the language. Subsequent lessons build upon the language and experiences the children bring to class, and thus enhance their language skills. This English reading program is one that uses "comprehensible input" for developing English reading skills.

- **English-only reading (Basal Readers)**

  The children are placed directly in the district's regular English reading series and all reading instruction is in English. The children are taught by a bilingual teacher who is able to introduce, explain and clarify lessons using English and/or the native language.

- **English-only reading (ESL Readers)**

  Reading skills are developed using texts designed to teach reading in English for second language learners. Techniques for acquiring a second language are employed to broaden the child's experience with the English language. When the child's reading skills and language experience permit, the child is then placed in the district basal series.

Districts may be following one of these designs, a combination of these designs or perhaps a totally different approach. Whatever the approach selected, it should be consistent with the district's goals and educational objectives, reviewed and analyzed to determine its effectiveness and revised in accordance with identified needs.

ESL Program Designs

ESL programs are developmental language programs for students whose native language is other than English. Emphasis is placed on the development of English vocabulary and structures in the areas of listening, speaking, reading and writing. ESL instruction is an integral part of the bilingual program curriculum since it is through the acquisition of English language skills that students can make the transition to the English instructional program. All limited English proficient students must receive ESL instruction daily for a minimum of 30 minutes at the elementary level and a full class period at the secondary level.

ESL services are also required in districts where there are fewer than 20 students in any one language group, but more than 10 LEP students across languages. In such cases, ESL becomes the children's primary instructional program, for it is only through the acquisition of English language skills that the children will be able to fully benefit from and participate in the English-only instructional program. For this reason, although the state establishes minimum requirements for instructional time, districts should seriously consider expanding the amount of instruction provided in the ESL program to include a comprehensive language development program as well as help in other content areas.

Because the ESL program is limited in scope, to be truly effective the English-only classroom teacher and the ESL teacher should form an instructional team. The ESL teacher should not only provide direct language instruction, but also serve as a resource person to the English-only classroom teacher by suggesting follow-up activities and instructional

approaches for working with LEP students so they can succeed in the English-only classroom.

The cooperative planning of administrators with ESL teachers, English-only classroom teachers and parents is essential in providing effective ESL programs. The number of eligible students district-wide and by school, the grade levels of identified students, the number of ESL teachers, and program funding requirements must all be taken into account. The following designs are suggested ways of providing ESL programs:

Pull-out: Small groups of students at the elementary level are drawn from regular classrooms by grade and/or language proficiency and provided ESL instruction in other areas of the building approved for instructional activities.

Class Period: Students receive ESL for high school credit at the secondary level as a scheduled class period. Students are grouped according to grade and/or language proficiency.

In-Class: Small groups of students at the elementary level receive ESL instruction by the ESL teacher in the regular classroom.

High Intensity: Students are grouped for an intensive ESL program of two or more periods that includes standard ESL instruction and reading and other content area instruction taught through an ESL approach.

Resource Center: Students are drawn from regular classrooms by grade and/or language proficiency and provided with ESL in a setting that has a variety of learning materials available to students on an individualized basis throughout the school day.

Magnet Center: Students are drawn from various schools in the district and placed in a magnet center for both ESL and regular program instruction. This allows for better grouping when instruction is provided in the ESL program. A certified ESL teacher provides the instruction.

Instructional Approaches In ESL

Various types of instructional approaches are used in ESL classrooms. Some focus primarily on the grammar or the structure of the language. Other more current approaches focus on the acquisition of communicative skills. Research in the field of second language acquisition indicates that an eclectic approach is more effective for language acquisition than a single approach. ESL instruction must incorporate all four language skills, listening, speaking, reading and writing, and should prepare students to function successfully in the mainstream class. Therefore, a variety of techniques and materials should be employed in ESL classes.

Below are listed some of the more common ESL approaches and a brief description of each. These approaches are not mutually exclusive nor should the district be limited by this list.

- **Audiolingual method** (ALM) is concerned primarily with spoken language. ALM is characterized by analysis and memorization of long dialogues emphasizing patterns of the language. Grammar is not discussed, but sentences are described as containing functional "slots" that certain classes of words can fill.

- **Counseling learning** or "**community language learning**" is an affectively oriented process which involves using the feelings and experiences of the learners in a mutually supportive "community" to structure the language learning process. Its primary focus is to develop conversational ability.

- **Direct method** advocates the development of oral fluency before introducing reading or writing skills. Students only hear speech in the target language and use contextual clues to figure out meanings.

- **Grammar/translation** is concerned primarily with written language. It involves the analysis of sentences for meaning according to the functions of each part of speech in the sentence.

- **Natural approach** uses language for communicative purposes rather than as an object of formal analysis. The language is acquired in a context similar to the way the first language was acquired, through "comprehensible input" provided in a low-anxiety setting. The use of comprehensible input means that messages conveyed by teachers in the new language are easily understood because they are "context embedded". They refer to concrete situations and build on the child's knowledge of the language.

- **Notional/functional** or "**communicative approach**" centers class activities around topics rather than grammatical structures. The focus is on speech production and the notional meaning of language.

- **Silent way** concentrates on sound production by having the teacher silently pointing to charts to elicit the correct sounds/words from the students. Rhythm and stress are conducted, like a melody, through hand motions. Grammar is expanded, but vocabulary is tightly controlled initially through the manipulation of cuisainnaire-type rods. The control of vocabulary helps children develop a control of the syntax of a language, then vocabulary can later be expanded once the syntax is mastered.

- **Total physical response** focuses on listening comprehension. During a "silent period" where receptive language skills are being established, the students hear commands and physically act out what has been said. The imperatives advance from simple to complex as vocabulary and grammar are developed. This approach allows students to acquire language skills, without pressing them to actively produce spoken or written language until they are ready.

ESL Curriculum

The goal of ESL programs is to provide developmental English language instruction, including academic language skills, in order to prepare children to function successfully in mainstream classes. The ESL curriculum should clearly state the program objectives and how they will be met. A spiraling sequence of developmental language skills identified by district staff should be the basis of the curriculum. Skills equivalent to those tested on the Maculaitis and HSPT should be incorporated in the objectives. Development of a content-based ESL curriculum will help the district to provide limited English proficient students with an extended program. Districts with ESL-only programs should review their curriculum to give serious consideration as to how they can best prepare LEP students for successful completion of graduation requirements through their ESL curriculum.

High School Curriculum Requirements

At the secondary level, sufficient courses must be offered to students to enable them to fulfill all credit and course requirements for graduation (N.J.A.C. 6:31-1.3, 1.4). When sufficient numbers are not available to form a bilingual class in a subject area, plans must be developed by district staff to help meet the needs of the students. High intensity ESL or bilingual tutorial services are two programming strategies that can be employed to provide some needed additional help. Coordination of instruction between content and ESL teachers, adoption of special ESL content texts and adaptation of content curricula are other strategies that will ensure children are afforded opportunity to succeed in the English-only classes and earn needed credits for graduation.

Other efforts must be made to provide limited English proficient students with every opportunity to gain the state-endorsed high school diploma. Districts should ensure that subject areas in the bilingual program parallel those taught in the English-only program classes. ESL courses should fulfill the credit requirements in communication skills, since these courses are designed to meet the needs of these students. However, in order to be able to award credit towards graduation, ESL proficiencies must be infused with developmental English proficiencies. Evaluation of limited English proficient students' performance in courses taught in English should focus on content achievement, rather than verbal demonstration of content achievement. The following should also be explored:

- establishing more intensive ESL courses;
- establishing special content area classes for bilingual/ESL program students that use special ESL content texts;
- providing opportunities to remediate basic skills deficiencies; and
- accepting content area courses from the native country when transcripts are available.

High School Graduation Requirements

Graduation requirements demand that LEP students satisfy all credit, curriculum and course requirements in order to be eligible for the state-endorsed diploma. They must also satisfy district established attendance requirements. Furthermore they must take and pass the state graduation test (HSPT) in grade 9. If they do not pass the test in grade 9, then they must retake the test when it is regularly administered until they are able to pass. If however, by grade 12, they have not passed the state graduation test, but they have satisfied all other graduation requirements, they are eligible for the Special Review Assessment (SRA). The State Board of Education adopted a special graduation policy for LEP students entering New Jersey schools in grade 9 or later which allows for the use of the native language in the SRA process. These students must also take and pass an English fluency test as part of the SRA process. The English fluency test selected by the state is the Maculaitis Assessment Program (MAC:9-12). The MAC must be administered to all limited English proficient students who enter New Jersey schools after grade eight at the time of enrollment and annually until the student achieves fluency (N.J.A.C. 6:31-1.2) with a score of 133 or passes the High School Proficiency Test.

To ensure students are properly prepared to pass these test requirements, course content and curricula should be reviewed closely and aligned with skills measured on these tests. Also, test taking strategies should be included in the curriculum. This is particularly important for foreign students who are not accustomed to taking standardized, multiple choice type tests. Study skills must also be included in the ESL curriculum. This is particularly important for recent immigrant students, since most foreign high school curricula do not introduce these skills. Use of reference materials is generally considered part of the university curriculum and foreign high school students do not have access to these reference materials.

State Graduation Test Requirements for LEP Students

Grade of Enrollment in N. J. Schools	Requirements
K - 8	HSPT or SRA in English
9 - 12	HSPT or SRA in English or SRA in native language/ English and MAC

SECTION III: PROGRAM DESCRIPTION

County: _____ ☐☐ District: _____ ☐☐☐☐

A. Bilingual Program Language: _____ ☐☐☐

NOTE: PROVIDE A SEPARATE DESCRIPTION PAGE FOR EACH LANGUAGE FOR WHICH THERE IS A BILINGUAL PROGRAM.

1. Instructional Setting: Enter the **grade levels** in which the following settings are used to provide bilingual services.

SETTING	ELEMENTARY	INTERMEDIATE	SECONDARY
(01) Self-contained			
(02) Proficiency level			
(03) Departmentalized			
(04) Bilingual pullout			
(05) Resource room			
(06) Bilingual tutorial			
(07) High intensity ESL			

2. Program Offerings: Enter the **grade levels** for subjects taught in the bilingual program.

OFFERING	ELEMENTARY	INTERMEDIATE	SECONDARY
(01) Reading			
(02) Language Arts			
(03) Mathematics			
(04) Social Studies			
(05) Science			
(06) Other:			

3. Instructional Design: Enter the **code** for the design that best describes the district policy as it relates to transitional process in reading/language arts (See instructions for code).

Instructional Design _____

If other was indicated, please describe. _____

_____

SECTION III: PROGRAM DESCRIPTION (continued)

County: _____ ☐☐ District: _____ ☐☐☐☐

B. ESL Program

1. **Instructional Setting:** Enter the **grade levels** in which the following settings are used to provide ESL instruction.

SETTING	ELEMENTARY	INTERMEDIATE	SECONDARY
(01) Pullout			
(02) Class period			
(03) In class			
(04) High intensity			
(05) Resource center			
(06) Magnet center			
(07) Other			

If other was indicated, please describe _____

_____

Instructions: Section III - Program Description

Enter the district and county name and their respective codes. Enter the language and language code for bilingual students reported on this page. The language code can be found in the "Index of the Countries of the World and Languages Spoken" (Appendix H).

A. Bilingual Program

1. Instructional Setting

Under elementary, intermediate and secondary, identify those settings used to provide bilingual instruction by indicating the **grades** in which they are found. For a description of these settings, see pages 19-22 of the Guidelines.

2. Program Offerings

Under elementary, intermediate and secondary, indicate the **grades** in which the listed subjects are taught. For further information see pages 19-22 of the Guidelines.

3. Instructional Design

Enter the **code** for the **one** design that best describes the district policy as it relates to the transitional process in reading/ language arts. For a description of the approaches listed, see pages 22-24 of the Guidelines. If "other" was indicated, describe briefly in the space provided.

Design	Code
Concurrent reading	01
Dual reading	02
Gradual transition	03
Transitional reading	04
English language experience	05
English-only (Basal)	06
English-only (ESL)	07
Other	08

B. ESL PROGRAM

1. Instructional Setting

Under elementary, intermediate and secondary, identify those settings used to provide ESL instruction by indicating the **grades** in which they are found. If another setting is found in the district, please describe in the space provided. For a description of these instructional settings, see pages 24-25 of the Guidelines.

SECTION IV - SPECIAL SERVICES FOR LEP STUDENTS

Discussion

A bilingual program must be designed to make it easier to integrate its target population into an all-English curriculum and should not be treated as a peripheral track. It should be approached as a parallel version of the regular program, subject to comparable standards.

Bilingual education is governed by uniform statewide standards of pupil performance. Its curricular objectives call for the acquisition of clearly defined basic skills in the language that serves as the medium of instruction in communication and computational skills. Bilingual student achievement must be measured by a uniform basic skills assessment procedure comparable to that which is administered to the students in the regular school program.

As the same standards are applied, so the same educational opportunities must be provided. Thus if assessment data show that students need remedial services in reading, writing or mathematics, or they need supplemental ESL services, these services must be provided.

Some students of limited English proficiency may have special learning needs that cannot be met in the bilingual and ESL program. It is essential that the district develop policies and procedures concerning the screening, pre-referral, assessment and placement of these students in appropriate educational programs. Additionally, the appropriate services must be provided for all children who are classified.

Likewise gifted and talented children and children who wish to develop specific vocational skills should not be denied access to these services or special training because they are limited English proficient. These programs must be open to LEP students. Services must be offered which provide the special training they need or desire and accommodate their lack of proficiency in English.

Section Summary

- The bilingual/ESL program is the basic instructional program for the children enrolled.
- The basic skills proficiencies of students enrolled in the bilingual/ESL program must be assessed annually in a procedure comparable to the regular district assessment.
- Standards set for basic skills assessment of LEP students must be comparable to those established for other students in the district.
- Where needs for remedial or supplemental services are identified, appropriate services must be provided.

- When LEP children are referred for child study team evaluation, the district must assure that the children are evaluated in a non-biased and non-discriminatory fashion. Thus, the child should be evaluated in his/her dominant language by an appropriately trained professional.

- Some LEP students may have special educational needs that go beyond the resources of the regular classroom. These needs must be addressed through bilingual special education programs.

- LEP children, as other children, sometimes have special talents or are academically gifted. These children shall have the same opportunities to develop these talents to their fullest potential through participation in special gifted and talented programs.

- Vocational training must be provided to LEP students who wish to develop vocational skills. Their language needs must also be accommodated while they receive vocational training.

Remedial Services

Assessment of Basic Skills Proficiencies

The assessment of LEP students' skills, although different in method and reported separately, is still part of the district's total assessment program. Therefore, basic assessment guidelines must be adhered to when assessing LEP students' needs.

Local education agencies with bilingual and ESL programs must assess the skills of limited English proficient students in four areas: communication (reading/writing/ESL) and computation. Assessing skills is a separate process from that of identifying students as limited English proficient. Identification should take place at the time of enrollment, whereas skill assessment is an annual process which is carried out in the spring. The assessment process is to determine whether children are deficient in communication (reading/writing/ESL) and/or computation and whether they need supplemental basic skills improvement (BSI) services in these areas.

Assessment is the measure of actual skills proficiencies as compared with a level or standard of expected performance. The standard in communication (reading and writing) and computation for limited English proficient students should be the same as for other students enrolled in the district.

The method of assessment, however, must be different because the students are limited English proficient. Assessment in the native language may provide a more reliable profile of the children's communication (reading and writing) and computation. To determine students in need of supplemental services, multiple measures must be used. If the assessment of basic skills is carried out in English, the multiple measures should include information that will distinguish reading/writing and computational skills deficiencies from problems arising from a lack of English language comprehension or vocabulary development.

When assessing ESL skills, English language proficiency or ESL tests should be used. Multiple measures may include a weighting factor for years in the program, as well as ESL grades to determine the need for supplemental services. ESL assessment identifies whether students are developing English language skills at an expected rate of language acquisition, or if they need additional ESL instruction to promote more rapid acquisition of language skills.

Supplemental ESL and Basic Skills Services

Supplemental ESL refers to ESL instruction in addition to the developmental ESL program, just as basic skills services are additional or remedial programs in communication (reading/writing) and computation. These programs differ from the general remedial program only in that the children served are limited English proficient and the objectives and instructional materials are different from those used in the general remedial program.

Limited English proficient students with needs identified through the annual assessment process must receive remedial or supplemental services (N.J.A.C. 6:31-1.6). The following outlines funding sources:

Service	Funding
Basic Skills (reading, writing or math)	State Compensatory Education Chapter 1 Local Funds
Supplemental ESL	Chapter 1* Local Funds Bilingual Categorical Aid

* Districts can provide supplemental ESL services over and above local developmental ESL services by employing additional Chapter 1 staff.

Basic skills and supplemental ESL programs provided for LEP students should be reported separately on the Program Description Page of the Basic Skills Improvement application.

Individualized Student Improvement Program (ISIPs)

An ISIP must be developed for all limited English proficient students who:

- have completed three or more years of academic instruction beyond kindergarten; and
- have not met state cutoffs on the HSPT or state MLPs on standardized test; and
- have been identified through multiple measures to be in need of services.

The ISIP developed must include:

- those skills which the student has not yet mastered;
- a description of the instructional program and strategies that will be employed to remediate the identified skill proficiencies; and
- an indication of how skill mastery will be evaluated.

The ISIP should also be shared with the parents of the student. It is further suggested that the ISIP include two instructional components:

- a **skill-referenced** component which includes instructional strategies for developing proficiency in the specific skill area; and
- a **language-referenced** component which identifies key vocabulary that must be developed to ensure that the student is able to demonstrate skill mastery when assessed in English.

Instructional responsibilities for each component should also be included.

Bilingual Special Education

ASSESSMENT

Some students of limited English proficiency may have special learning needs that cannot be met in bilingual and ESL programs. It is essential that the district develop policies and procedures concerning the screening, pre-referral, referral, assessment and placement of these students in appropriate educational programs.

The process for pre-referral, referral, evaluation, and classification is the same for limited English proficient students as for other students. However, the age, the sociocultural background and the dominant language of the student must be taken into account. This process is outlined as follows:

- **Pre-referral**: Pupils identified as being potentially educationally handicapped may be referred to an in-school referral team, usually composed of the school principal, the classroom teacher, the school nurse or other appropriate personnel. This group helps the teacher decide whether the referral process should be initiated.
- **Referral**: Pupils identified as being potentially educationally handicapped and considered to require services beyond those available within the general education program shall be referred to the child study team after parental approval has been granted. Referral shall conform to procedures adopted by the local board of education.

- **Comprehensive Evaluation**: Following identification and referral of a pupil, a child study team shall determine the need for evaluation and shall proceed with the required evaluations to determine if the pupil is educationally handicapped and in need of special education and related services. The purpose of the comprehensive evaluation is to determine (1) the pupil's eligibility for special education and related services and (2) effective intervention strategies to meet the pupil's educational needs.

- **Classification**: Any pupil possessing a handicapping condition which requires special education and related services shall be appropriately classified. This classification shall be established during a conference attended by the child study team, other appropriate professionals and the parents/guardians. Professional personnel contributing to the classification shall give evidence of having seen the pupil. A school health services specialist shall be available to participate in the discussion of the health appraisal and any findings by other medical specialists.

  To ensure that children in need of special services are identified, the district should make bilingual, ESL and general education staff fully aware of the characteristics of students with special learning problems. If a LEP student exhibits one or more of the following characteristics beyond the range of acceptable variations and these appear to adversely affect the pupil's educational performance or interpersonal relationships, a referral of that student should be initiated:

  - hyperactivity;
  - perceptual-motor impairments;
  - emotional instability;
  - general lack of coordination;
  - attention disorder, such as distractibility or lack of perseverance;
  - impulsivity;
  - memory or thinking disorder;
  - specific learning disability;
  - difficulty in comprehending or remembering spoken language or articulation problems in the dominant language and English; and
  - equivocal neurological signs.

The child study team should include a culture sensitive, bilingual member such as a bilingual teacher, psychologist or social worker (N.J.A.C. 6:28-2.5). If a bilingual person is not available in the district, the county office of education and regional offices of special education can refer the district to bilingual professionals who may be willing to serve on the team.

Once the child study team is formed, it must consider the following to assess students who have a native language other than English (N.J.A.C. 6:28-2.5):

- A determination of the student's English language proficiency and language dominance should be completed prior to any other form of assessment.
- The assessment should be conducted in the student's native language by appropriately qualified professionals unless it has been documented that the student can be assessed in English.
- A quantitative score from standardized intelligence tests should not be used as the major standard for classification. Predominant weight should be given to factors other than I.Q. scores.
- All assessment techniques should be appropriate to the student, with consideration of the student's age, cultural and linguistic group, proficiency in English, familiarity with the core culture, and the ability to function independently and in a social context.
- Assessment conclusions and interpretations should include discussions of the linguistic and cultural environment of the student's home and community, general features of the student's environment, the extent of the student's exposure to the English-speaking core culture, the student's adaptation to the environment in a variety of settings, and the student's previous education and cultural environment.
- The assessment should include a visit to the student's home and community by a bilingual team member familiar with the student's culture and language.

If the child study team determines that bilingual or ESL instruction is necessary, then, regardless of the numbers of limited English proficient students, the appropriate services inside or outside the district must be provided (N.J.A.C. 6:28-2.1).

SPECIAL EDUCATION SERVICES

Each educationally handicapped pupil must receive a special education program and services according to how the pupil can best succeed in learning, including related services specified in the pupil's Individualized Education Program (IEP). Classified students of limited English proficiency should receive services that address all their needs.

Thus, all services available to any classified handicapped student should also be offered to a classified handicapped limited English proficient student. These services may include transportation and such developmental, corrective, social and other supportive services as are required to assist a handicapped pupil to benefit from a free and appropriate education. In addition, the child study team must consider the language needs of the student by recommending instruction in the dominant language.

The program and services prescribed by the child study team must be made with consideration of the student's linguistic and special education needs and then clearly stated in the child's IEP.

In order to meet both sets of needs, the prescriptive program in the IEP, may include the following approaches:

- bilingual special education -- self-contained classroom.
- special education -- self-contained classroom with bilingual pull-out services.
- special education -- self-contained classroom with ESL pull-out or in class services.
- bilingual education -- self-contained classroom with special education resource room services.
- regular classroom -- with special education resource room and ESL pull-out services.

It is strongly recommended that the district consider the following when planning services for limited English proficient students with special learning needs:

- Develop in-service training programs for teachers, child study team members, and administrators regarding non-biased assessment, identification and/or development of assessment materials, and bilingual special education services.
- Regionalize bilingual special education services; compiling a census of LEP special education students by classification, age, language of instruction and other services (i.e. ESL and bilingual) may be useful to this end.
- Review staffing needs in the bilingual special education area; actively recruit certified bilingual special education personnel and encourage current staff to expand their certification and endorsements.

Other strategies can be employed in planning and implementing services.

- Foster communication between bilingual and special education personnel to promote understanding of the roles and operational procedures for both departments.

- Adapt or adopt culturally relevant material to the special education curriculum.

- Locate and incorporate in the district program promising practices in bilingual special education programs where full bilingual special education services are not feasible; such practices include ESL instruction, team teaching, peer tutoring, assistance of bilingual aides, etc.

Other Special Services

Gifted and Talented

Some students of limited English proficiency have special gifts and talents. To give these children an education that meets their particular needs, gifted and talented program services must be made available to them.

Care should be taken in establishing district screening procedures for identifying gifted and talented students that I.Q. and other verbal tests in English are not relied upon too heavily, since they would screen out eligible LEP students from program participation.

Vocational Training

Many LEP students may wish to pursue vocational training. They should not be denied access to this training. In the technical classes, LEP students should be instructed in the appropriate vocabulary needed to identify essential equipment in their shops. Precautions should also be taken to ensure the LEP student understands safety precautions.

SECTION IV: SPECIAL SERVICES

County: _____ ☐☐ District: _____ ☐☐☐☐

A. **Basic Skills and Supplemental ESL Services:** Indicate for each content area the total number of LEP students receiving basic skills and supplemental ESL services.

Content Area	Number of LEP Students
(01) Reading	
(02) Writing	
(03) Mathematics	
(04) Supplemental ESL	

B. **Special Education:** Indicate by classification the number of LEP students identified. Also indicate the total number of students across all classifications.

Classification	Code	Number of LEP Students
Eligible for Speech Correction	19	
Educable Mentally Retarded	20	
Trainable Mentally Retarded	21	
Perceptually Impaired	22	
Orthopedically Handicapped	23	
Neurologically Impaired	24	
Visually Handicapped	25	
Auditorily Handicapped	26	
Communication Handicapped	30	
Emotionally Disturbed	31	
Socially Maladjusted	32	
Chronically Ill	33	
Multiply Handicapped	34	
Preschool Handicapped	38	
Total		

Instructions: Section IV - Special Services

Enter the district and county name and their respective codes.

A. **Basic Skills and Supplemental ESL Services**

By each service area, indicate the total number of LEP students that will receive basic skills reading, writing, math and supplemental ESL services for the 1989-90 school year. These numbers must be the same as those reported in Section IV. of the Basic Skills Improvement application.

B. **Special Education**

For each classification, list the number of LEP students currently identified. Enter the total number of classified students in the district at the bottom of the page.

SECTION V - PROGRAM IMPLEMENTATION

Discussion

As discussed earlier, the bilingual program is to be a full-time program of instruction. ESL is also to be provided as an integral part of the program. When developing both bilingual and ESL programs, the schools to be served, the number of children enrolled in the various grades and the resources available to meet these needs must be analyzed critically.

Where numbers of children to be served in a bilingual program are limited, alternative program designs may be implemented. The minimal service, however, is developmental reading and mathematics for bilingual program participants, and developmental ESL for both bilingual/ESL program participants. When children to be served in these programs are scattered through various schools of the district, clustering students in a central school may allow the district to provide more comprehensive and better coordinated program services.

Section Summary

- Bilingual programs are full-time programs of instruction, therefore, children should be placed in self-contained bilingual classrooms.
- When size, scope and quality do not allow for self-contained bilingual classrooms, alternative bilingual classes may be established in consultation with the Department of Education.
- ESL is to be provided daily for a minimum of 30 minutes at the elementary level and a full class period at the secondary level.
- When alternative bilingual services are provided, children should receive bilingual instruction daily in developmental reading and mathematics.
- Bilingual teachers must hold an appropriate content certificate and a bilingual endorsement.
- ESL teachers must hold ESL certification.
- Bilingual special education teachers must hold a bilingual endorsement along with special education certification.
- When part-time program services are provided, efforts must be made to assure that English-only classroom, bilingual and ESL teachers have adequate time for consultation and cooperative planning.
- When there are insufficient numbers of children in a building to form a bilingual or ESL class, clustering of students in a central building should be considered.

Qualifications

Teachers in bilingual and ESL programs must be certified and fully qualified to serve limited English proficient students.

Role of Bilingual Teachers

The following responsibilities should be considered by the district when defining the role of bilingual teachers.

The bilingual teacher should:

- help identify limited English proficient students;
- participate with administrators in designing a bilingual program that meets the needs of eligible students;
- communicate with ESL and other teachers in planning for the bilingual program students in ESL and special subject areas;
- provide input in areas covered by pupil personnel services;
- apply current research findings regarding the education of children from diverse cultural and linguistic backgrounds;
- develop language proficiency in the native language of the students enrolled in the program and in English;
- have knowledge of techniques, strategies, and materials that aid teaching in two languages;
- structure the use of two languages to systematically make the transition from the native language to English;
- select activities and materials for classroom use which indicate an understanding of the developmental level of the students;
- help students to identify similarities and differences for successful interaction in a cross-cultural setting;
- provide experiences that encourage positive student self-concept; and
- promote and understand the supportive role and responsibilities of parents/guardians and explain the bilingual program to them.

Role of ESL Teachers

The following responsibilities should be considered by the district when defining the role of ESL teachers.

The ESL teacher should:

- help identify limited English proficient students;
- participate with administrators in designing an ESL program that meets the needs of eligible students;
- communicate with other teachers in planning for the teaching of the ESL program student in the bilingual or English-only classroom;
- demonstrate awareness of current trends in ESL and bilingual education;
- demonstrate proficiency in English commensurate with the role of a language model;
- use English as the principal medium of instruction in the areas of pronunciation, listening comprehension, speaking, structure, reading and writing;
- select activities and materials for ESL use which indicate an understanding of the language proficiency level of the students;
- express interest in, and have an understanding for the native culture of the students;
- provide experiences that encourage positive student self-concept; and
- promote and understand the supportive role and responsibilities of parents/guardians and explain the ESL program to them.

Certification for Teachers of Limited English Proficient Remedial Students

Teachers of limited English proficient students in remedial programs must be appropriately certified.

Remedial reading teachers working primarily in the native language of the students must hold an elementary or reading certificate with a bilingual endorsement.

Remedial reading teachers working primarily in English must hold an elementary or reading certificate.

Remedial mathematics teachers working primarily in the native language of the students must hold an elementary or mathematics certificate with a bilingual endorsement.

Remedial mathematics teachers working primarily in English must hold an elementary or mathematics certificate.

Responsibilities

Teaching Staff Members

Bilingual and ESL staff members assigned to bilingual and ESL programs have the same school responsibilities and duties as other staff members. Their activities include: instruction, record keeping, testing, classroom management, lesson planning, communications with other staff and parents, and professional development.

Substitutes

Bilingual and ESL program staff may not be used to serve as substitutes for other district personnel. However, bilingual categorical aid may be used to provide substitutes for state-funded staff in bilingual and ESL programs.

Making Staffing Decisions

There must be sufficient program staff to meet students' instructional needs. Student/teacher ratios for self-contained bilingual classrooms should be the same as for the English only classrooms in the district.

When assigning traveling staff to buildings, the advantages and disadvantages of clustering students should be considered. Factors to consider include:

- the proportion of teacher time spent traveling from building to building;
- the time allowed for coordination, communication and cooperative planning between teachers;
- grouping of students with common instructional needs, versus individual student instruction;
- availability of instructional space in the various schools of the district; and
- community feelings regarding the community school.

Participation

All limited English proficient students must receive ESL instruction daily for a minimum of 30 minutes at the elementary level and a full class period at the secondary level.

When the alternative bilingual pull-out component is implemented, students must be provided developmental reading and mathematics instruction for at least 90 minutes or up to one-half day instruction daily, in addition to the required ESL instruction.

Coordination of Services

When part-time services are provided, i.e., ESL-only or bilingual pull-out program services, the district should ensure that time is provided for the bilingual and ESL teachers to consult and cooperatively plan lessons, instructional strategies and overall instructional goals with the English only classroom teachers. Also, the district should provide general in-service training to the classroom teachers, to instruct them on strategies they can use when working in the English-only classroom with the limited English proficient student.

Due to differentiated staffing at the high school, such coordination becomes difficult. The district should assure, nevertheless, that all staff know:

- who the bilingual/ESL teacher is;
- what the role of the bilingual/ESL teacher is;
- what students the bilingual/ESL teacher serves;
- how they can communicate with the teacher;
- what they can do in their classroom to assist these children; and
- what special materials appropriate for working with these students are available in the district.

In-service Training

The fields of bilingual and ESL education are rapidly changing. With more research findings appearing in the literature continually, it is critical that the ESL and bilingual teachers keep up-to-date in the field. Program administrators should consider the following in developing staff training for program improvement:

- bilingual and ESL teachers must be assessed annually for professional training needs;
- a schedule of training sessions for bilingual and ESL teachers must be included in the district's Professional Improvement Plan;
- inservice training should focus on specific identified needs of the staff;
- a series of presentations, rather than a single workshop, will afford the staff the background information and techniques required to implement new methodology; and
- professional journals and newsletters should be shared with staff, as well as notices of regional and statewide workshops and conferences.

Another important aspect of the district in-service plan is to provide the general staff with training related to bilingual/ESL education wherever needed. Teaching staff who also work with LEP children should know:

- who the bilingual/ESL teachers are;
- which children the bilingual/ESL teachers instruct;
- what the needs of these children are;
- what the goals and objectives of the program are;
- how the bilingual/ESL teachers work with the children to attain these goals and objectives;
- how the English-only classroom teacher can work more effectively with the children; and
- the importance of communicating and coordinating instruction with the bilingual/ESL teacher on a regular basis.

SECTION V: PROGRA. IMPLEMENTATION

County: _____ ☐☐ District: _____ ☐☐☐☐

Language: _____ ☐☐☐

A. School Information

	Professional Staff			Student Participants			Alternative Bilingual Program		ESL Program	
	Bilingual			Bilingual			Time of Instruction		Time of Instruction	
School	B.C.	Alt.	ESL	B.C.	Alt.	ESL	Days per week	Mins/Day	Days per week	Mins/Day
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Totals										

B. Summary Information

1. Total number of teachers: _____ Bilingual _____ Bilingual/ESL _____ ESL

Instructions: Section V - Program Implementation

Special Instructions:

- This page must be completed by all districts with a bilingual and/or ESL program. If the district has established a bilingual program for more than one language group, then the page should be duplicated and completed for each language group served.
- Column 4 need not be completed on duplicate pages.

Enter the name of the county and district and their respective codes.

Enter the language and language code for bilingual students reported on this page. The language code can be found in the "Index of the Countries of the World and Languages Spoken" (Appendix H).

A. School Information

Column 1: Enter the name of each school in which the bilingual and/or ESL program will be conducted.

Column 2: Enter by school the number of bilingual teachers in the bilingual program that are working in a bilingual classroom. Total the number of teachers at the bottom of the column.

Column 3: Enter by school the number of bilingual teachers that are working in an alternative bilingual program. Prorate those teachers who travel to more than one building. Total the number of teachers at the bottom of the column. (See Appendix D for instructions on prorating teachers' instructional time.)

Column 4: Enter by school the number of ESL teachers in the district program. Prorate those teachers who travel to more than one building. Total the number of ESL teachers at the bottom of the column. (See Appendix D for instructions on prorating teachers' instructional time.) THIS COLUMN NEED NOT BE COMPLETED ON DUPLICATE PAGES.

Column 5: Enter by school the number of students participating in bilingual classes. Enter the total number of bilingual program students at the bottom of the column. (The total figure of columns 5 and 6 combined should equal all limited English proficient students in this language.).

Column 6: Enter by school the number of students receiving bilingual instruction in an alternative bilingual program. Enter the

total number of alternative bilingual program students at the bottom of the column. (The total figure of columns 5 and 6 combined should equal all limited English proficient students in this language.)

Column 7: Enter by school the number of students participating in the ESL program. Enter the total number of students in ESL at the bottom of the column.

Column 8: Enter by school the days of the week the alternative bilingual program is in operation, e.g., M-T-W-TH-F.

Column 9: Enter by school the amount of time bilingual instruction is given to each student per day. Those districts implementing the pull-out component, the resource room, the bilingual tutorial, or high intensity ESL for particular grade levels or school buildings should report the amount of time these "alternative" programs will be in operation. These "alternative" programs may be established only in consultation with the Department of Education.

Column 10: Enter by school the days of the week the ESL program is in operation, e.g., M-T-W-TH-F.

Column 11: Enter by school the amount of time ESL instruction is given to each student per day. Elementary students should receive a minimum of 30 minutes per day, while secondary students should receive a full class period per day.

B. **Summary Information**

Indicate in the appropriate spaces:

1. Total number of teachers:

- the total number of bilingual teachers. Do not indicate staff by FTE, but rather the number of individual teachers working in the program.

- the total number of bilingual/ESL teachers, i.e., those who are assigned to provide both bilingual and ESL instruction. Do not indicate staff by FTE, but rather the number of individual teachers working in the program.

- the total number of ESL teachers. Do not indicate staff by FTE, but rather the number of individual teachers working in the program.

SECTION VI - EVALUATION OF PROGRAMS

Discussion

Evaluation is the key factor in providing effective bilingual and ESL programs. The evaluation process should be designed to identify program strengths and weaknesses.

Because the goal of the program is to promote acquisition of English language skills along with strong academic skills in reading and mathematics, the design must evaluate progress in these areas. Another indicator of the effectiveness of the programs is the rate at which participants are able to meet the exit criterion and move into the regular instructional program of the district. Thus exit data must be collected and the rate of exit analyzed.

When evaluating academic progress of bilingual program students, the determination regarding the language in which children are evaluated is a critical one. The language of assessment and evaluation must be the language which will provide the most accurate and fairest profile of student proficiencies. Evaluation instruments selected should match the district's curriculum. Although it is not required, some districts may want to evaluate student progress in both English and the native language, since this reflects most closely their instructional model or curriculum.

Students in ESL programs should be evaluated to determine the progress made in developing sequential English language skills. An ESL evaluation should not be confused with language proficiency testing, which assesses English language skills in order to determine program eligibility and exit.

The Department of Education conducted a norming study during the spring of 1988 for the Language Assessment Battery and the Maculaitis Assessment Program. The goals of the study were to:

- Establish language proficiency cutoff scores for the LAB-Form A, the LAB-Form B, and the MAC for grades K-12;
- Equate the LAB-Form A and the LAB-Form B for grades K-12; and
- Provide equivalent scores for the LAB-Form A, the LAB Form B, and the MAC for limited English proficient students in grades K-12.

If these tests are used for ESL evaluation, review the Norming Study of the Language Assessment Battery and the Maculaitis Assessment Program: Practitioner's Report, New Jersey Department of Education, February 1989 for further information.

Section Summary

- Student progress must be measured in reading, writing, mathematics and ESL.
- Evaluation data are to be analyzed to determine district needs and areas for program improvement.

- Districts must take care in developing their evaluation designs. Each design should report data in a meaningful fashion.

- Evaluation instruments should be selected with care. The instruments selected should match the district's curriculum, i.e., measure the skills taught in the classroom.

- Other important considerations in selecting district tests are: cost, time for administration, relative ease or difficulty in administration, scoring, and reporting formats for results.

- Since transition from the program to the regular classroom is the ultimate goal of the program, exit data must be collected and analyzed.

Valid and Reliable Procedures

Whatever the district evaluation design, validity and reliability in implementation must be assured. This is critical since decisions regarding the overall effectiveness of the program and the areas of strength and weakness will be based on the evaluation data derived from the district's design.

Selection of Evaluation Instruments

The types of instruments selected for evaluation may differ, depending on the grade of the students or the language in which they are evaluated. But the critical factors are validity and reliability of the tests. Other considerations for selecting instruments include:

- content validity or curriculum "match";
- reliability;
- length of test and time needed for administration;
- relative ease or difficulty in administration;
- reporting format or type of score that can be derived; and
- cost of the tests.

Evaluation Technical Standards

The evaluation design must be psychometrically sound and valid. To assure this the district must adhere to technical standards. These standards include:

- **Representativeness of evaluation findings.** To be representative of the program's impact on students, data submitted should reflect a minimum of six months' participation. Also, pre-post test scores must be matched for each child included in the report.

- **Validity and reliability of instruments used.** Validity should be determined for all tests. The real effectiveness of a program cannot be ascertained if the test does not measure what is taught. Reliability is a property of the tests that should be reviewed. Furthermore, the district must assure reliability through proper test administration in accordance with the publisher's guidelines.

- **Procedures that reduce error.** To assure that the data truly assess student progress, data management and testing procedures should be implemented that reduce error. These procedures include:

  - ordering the appropriate amount of test materials with sufficient time to assure their delivery and distribution (three months prior to test dates is recommended);

  - scheduling testing to assure that the administration is conducted in accordance with norming dates; and

  - proper training and preparation of teachers to ensure uniform and valid test administration.

- **Checking answer sheets before sending them to scoring services.** Answer sheets should be complete, and header information should also be complete and accurate. It is also suggested that two randomly selected answer sheets be handscored to use as a validity check against the possibility of any machine scoring errors.

Functional Level Testing

Any out-of-level testing must be noted. Sometimes districts prefer to do out-of-level testing in English with limited English proficient students. This decision should be weighted against whether out-of-level testing is preferred over testing in the native language. If, however, out-of-level testing is decided upon, the norms table to be used must be specified to scoring services.

Testing Dates

Testing dates should be set in accordance with empirical norm dates of the test. Testing outside of these dates can sometimes invalidate evaluation results. If testing outside these dates, scores must then be interpolated. Whenever possible, testing should occur on appropriate testing dates. Before scheduling tests, consideration should be given to:

- norming dates;

- other district testing schedules; and

- holidays and other special events.

Test Analyses

Testing is one way to gather objective data regarding student performance. This information, therefore, should be shared with various groups involved in or impacted by the program decision-making process. There are also various levels and kinds of analyses that can and should take place. Who carries out the analysis of test results is an administrative decision. Nevertheless, the results of tests must ultimately be shared and discussed with teachers if there is to be an impact at the classroom level.

Selection of an Evaluation Model

Because norm-referenced tests allow for reporting and use of a standard evaluation model, the use of such tests is strongly recommended whenever possible. If non norm-referenced tests are used, then standard evaluation models cannot be used.

The state recommends the use of Model A^1 for evaluation of basic skills. However, Model A^2 can also be used. For more information regarding Models A^1 and A^2, see Compensatory and Bilingual Education Program Evaluation Summary: A Guidelines and Instruction Manual.

Review of Exit Rate

Each year the Department of Education reviews student exit reports to determine the progress districts are making in exiting students who have been in bilingual or ESL-only programs. Although some students may remain in the program for a longer time, most students should be exited within a three-year period. Districts which fall below department criteria for exit are asked to review their program and to develop plans to improve the exit rate of students. The criteria are:

- exit rate for students in the program three years or more falls below 50% and
- exit rate for students in the program one or two years falls below 30%.

SECTION VI: EVALUATIOI DESIGN BY CONTENT AREA

County: _____ ☐☐ District: _____ ☐☐☐☐

NOTE: Evaluation designs for **all four content areas** are to be completed by both bilingual/ESL and ESL-only program districts.

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13
Prog. Code	Content Area Code	Grade Level	Evaluation Instrument(s) Code(s)	Func. Level Test	Pretest Date	Pretest Analyst Code	Type Analysis Code	Funct. Level Test	Posttest Date	Posttest Analyst Code	Type Analysis Code	Eval. Model Code

Instructions: Section VI - Evaluation Design by Content Area

Enter the district and county name and their respective codes.

Note: **Duplication of this page may be necessary, if the district has more than one bilingual program.**

Column 1: (Program) Enter the appropriate **code** of the program for which the design is being implemented.

Code	Program
40	ESL-only
50	Bilingual-Arabic
51	Bilingual-Gujarati
52	Bilingual-Haitian/Creole/French
53	Bilingual-Japanese
54	Bilingual-Korean
55	Bilingual-Polish
56	Bilingual-Portuguese
57	Bilingual-Russian
58	Bilingual-Spanish
60	Bilingual-Vietnamese
61	Bilingual-Hindi/Urdu
62	Bilingual-Cantonese
63	Bilingual-Mandarin
64	Bilingual-Tagalog
65	Bilingual-Bengali

Column 2: (Content Area) Enter the appropriate **code** for the content area being evaluated.

Content Area	Code
Reading/English	01
Writing/English	02
Math/English	03
ESL	04
Reading/Native language	05
Writing/Native language	06
Math/Native language	07

Column 3: Enter the **grade level(s)** in which this evaluation design is being implemented.

Column 4: (Instrument Code) Enter the test **code(s)** of the pre- and posttest instruments used to measure cognitive achievement. If affective and psychomotor instruments are used in the evaluation for program effectiveness, enter the appropriate information after all instruments measuring the cognitive areas have been entered. Test codes are listed in the addenda.

Column 5: (Functional Level) If the pretest instruments used were designed for grades lower or higher than those that children are currently enrolled in, please check (✓) this column.

Column 6: (Pretest Date) Enter the **month** and **week** pretesting is scheduled. Example: 10-2 means that the test will be administered during the second week of October.

Column 7: (Pretest Analyst) Enter the **code** indicating who will perform the analysis of pretest data.

Code	Analyst
01	teachers
02	aides
03	administrators
04	evaluator
05	outside contractor
06	other (specify)

Column 8: (Type Analysis) Enter the **code** indicating the type of analysis being performed.

Code	Types of Analysis
01	mean
02	item analysis
03	frequency distribution
04	statistical corrections for pretest selection
05	other (specify)

Column 9: (Functional Level) Check (✓) this column if a functional level posttest is used.

Column 10: (Posttest Date) Enter the **month** and **week** posttesting is scheduled. Example: 5-1 means that the test will be administered during the first week of May.

Column 11: (Posttest Analyst) Enter **code** indicating who will perform the analysis.

Code	Analyst
01	teachers
02	aides
03	administrators
04	evaluator
05	outside contractor
06	other (specify)

Column 12: (Type Analysis) Enter the **code** indicating the type of analysis to be performed.

Code	Types of Analysis
01	mean
02	item analysis
03	frequency distribution
04	model analysis
05	t - test
06	other (specify)

Column 13 (Evaluation Model) Enter the **code** for the model used. Whenever possible, the district should report evaluation data using one of the norm-referenced models listed below.

Code	Models
01	Norm-referenced, using norm-referenced instruments (A-1), reported on Part IV of the Evaluation Summary.
02	Norm-referenced, using non-normed criterion-referenced instruments and a norm-referenced instrument (A-2), reported on Part V of Evaluation Summary.
03	Non-model, using frequency distribution, reported on Part VI of the Evaluation Summary.
04	Non-model, using level of performance, reported on Part VII of the Evaluation Summary.

AA/lp:1/2530h

APPENDICES

APPENDIX A

CHAPTER 197, LAWS OF 1974

(Senate Bill No. 811, approved January 8, 1975)

AN ACT providing for bilingual education programs in the public schools.

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

1. The Legislature finds that there are large numbers of children in the State who come from environments where the primary language is other than English. Experience has shown that public school classes in which instruction is given only in English are often inadequate for the education of children whose native tongue is another language. The Legislature believes that a program of bilingual education can meet the needs of those children and facilitate their integration in the regular public school curriculum. Therefore, pursuant to the policy of the State to insure equal educational opportunity to every child, and in recognition of the educational needs of children of limited English-speaking ability, it is the purpose of this act to provide for the establishment of bilingual programs in the public schools.

2. As used in this act, the following words and phrases shall have the following meaning:

"Children of limited English-speaking ability" means those children whose primary language is other than English and who have difficulty performing ordinary class work in English.

"Programs in bilingual education" means a full-time program of instruction (1) in all those courses or subjects which a child is required by law, rule or regulation to receive given in the native language of the children of limited English-speaking ability enrolled in the program and also in English (2) in the aural comprehension, speaking, reading, and writing of the native language of the children of limited English-speaking ability enrolled in the program and in the aural comprehension, speaking, reading and writing of English, and (3) in the history and culture of the country, territory or geographic area which is the native land of the parents of children of limited English-speaking ability enrolled in the program and in the history and culture of the United States.

3. Each school district shall identify and ascertain, according to rules prescribed by the Commissioner of Education with the approval of the State board, the children attending the schools of the district who are

of limited English-speaking ability and, also, those not in attendance but resident within the district, and shall classify them according to the language of which such children possess a primary speaking ability.

4. When, at the beginning of any school year, there are within the schools of the district 20 or more pupils of limited English-speaking ability in any one language classification, the board of education shall establish, for each such classification, a program in bilingual education for all the pupils therein; provided, however, that a board of education may establish a program in bilingual education for any language classification with less than 20 children therein.

5. Every pupil participating in a program pursuant to this act shall be entitled to continue such participation for a period of three years.

6. In those courses or subjects in which verbalization is not essential to an understanding of the subject matter, including but not limited to art, music, and physical education, pupils of limited English-speaking ability shall participate fully with English-speaking pupils in the regular classes provided for such subjects. Each board shall insure to each pupil enrolled in a program in bilingual education a practical and meaningful opportunity to participate fully in all programs and activities available in the school district. Programs in bilingual education shall be located in the regular public schools of the district rather than in separate facilities. Bilingual education programs may include children of English-speaking ability.

7. A school district may join with any other school district or districts, according to rules prescribed by the Commissioner of Education with the approval of the state board, to provide programs pursuant to this act.

8. Each school district shall notify by mail the parents of the pupils of limited English-speaking ability of the fact that their child has been enrolled in a program of bilingual education. Such notice shall be in writing and in the language of which the child of the parents so notified possesses a primary speaking ability, and in English.

   The board shall provide for the maximum practicable involvement of parents of children of limited English-speaking ability in the development and review of program objectives and dissemination of information to and from the local school districts and communities served by the bilingual education program within existing State law.

9. The Commissioner of Education and the Chancellor of Higher Education shall, with the approval of their respective boards promulgate rules and regulations, establish procedures, employ personnel, and take all other necessary steps to insure the implementation of the provisions of this act.

10. The State Board of Education and the State Board of Higher Education shall jointly establish a State Advisory Committee on Bilingual Education to assist the Department of Education and the Department of Higher Education in the formulation of policies and procedures relating to this act. The State Advisory Committee on Bilingual Education shall

include representatives of the language communities served, institutions of higher education, local school boards, school administrators, teachers and laymen knowledgeable in the field of bilingual education.

11. The Board of Higher Education with the advice of the State Advisory Committee on Bilingual Education shall provide financial support to institutions of higher education for career development programs and the training of professionals serving bilingual populations with emphasis on effective utilization of existing facilities.

12. The State board and the State Board of Higher Education shall develop resources, programs, curriculum and instructional materials and undertake such other activities as will enable boards of education to provide programs pursuant to this act; the boards shall, where appropriate, jointly or cooperatively undertake such activities.

13. This act shall take effect immediately except that section 4 shall not take effect until July 1, 1975.

APPENDIX B

NEW JERSEY ADMINISTRATIVE CODE
TITLE 6
EDUCATION

SUBTITLE F. DIVISION OF CURRICULUM AND INSTRUCTION
CHAPTER 31. BILINGUAL EDUCATION
SUBCHAPTER 1. GENERAL PROVISIONS
AUTHORITY: N.J.S.A. 18A:1-1,18A:4-15, 18A:35-15 to 35-26, 18A:7A-1 et seq.

CHAPTER TABLE OF CONTENTS

SUBCHAPTER 1. GENERAL PROVISIONS
6:31-1.1 Definitions
6:31-1.2 Identification of eligible participants
6:31-1.3 Bilingual education program
6:31-1.4 Programs for English proficiency
6:31-1.5 Approval procedures
6:31-1.6 Supportive services
6:31-1.7 Administration and supervision
6:31-1.8 Inservice training
6:31-1.9 Certification
6:31-1.10 Bilingual and ESL program participation
6:31-1.11 Location
6:31-1.12 Notification
6:31-1.13 Joint programs
6:31-1.14 Parental involvement
6:31-1.15 Office of Bilingual Education
6:31-1.16 State advisory committee on bilingual education

6:31-1.1 Definitions

The following words and terms when used in this chapter shall have the following meanings unless the context clearly indicates otherwise.

"Act" means Chapter 197, P.L. 1974 (N.J.S.A. 18A:35-15 to 26).

"Bilingual education program" means a full-time program of instruction in all those courses or subjects which a child is required by law or rule to receive, given in the native language of the children of limited English speaking ability enrolled in the program and also in English; in the aural comprehension, speaking, reading, and writing of the native language of the children of limited English speaking ability enrolled in the program and in the aural comprehension, speaking, reading and writing of English; and in the history and culture of the country, territory or geographic area which is the native land of the parents of children of limited English speaking ability enrolled in the program and in the history and culture of the United States.

"Children of limited English speaking ability" means pupils whose native language is other than English and who have sufficient difficulty speaking, reading, writing or understanding the English language so as to be denied the opportunity to learn successfully in the classrooms where the language of instruction is English. This term means the same as limited English proficiency, the term used in Federal guidelines.

"Dominant language" with respect to the pupil means the language most relied upon for communication as determined by a test of language dominance or other screening process in accordance with guidelines prescribed by the Department of Education.

"Educational needs" means the particular educational requirements of pupils of limited English speaking ability, the fulfillment of which will provide them with equal educational opportunities.

"English as a second language (ESL) program" means a developmental second language program which teaches English vocabulary and structures using second language teaching techniques and incorporates the cultural aspects of the pupils' experiences in their ESL instruction.

"English language fluency" means the ability to speak the language with sufficient structural accuracy, to use vocabulary to participate effectively in most formal and informal conversations on practical, social and school topics, to read material for information and to complete forms and write essays and reports on familiar topics. Language fluency is not the same as language proficiency, which is the full command of language skills.

"Exit criterion" means the criterion which must be considered before a pupil may be terminated or exited from a bilingual program. The criterion is the English language proficiency test score.

"Native language" means the language first acquired by the pupil, the language most often spoken by the pupil, or the language most often spoken in the pupil's home, regardless of the language spoken by the pupil.

"Parent(s)" means the natural parent(s) or the legal guardian(s), foster parent(s), surrogate parent(s) or person acting in the place of a parent with whom the pupil legally resides. Where parents are separated or divorced, parent means the person(s) who has legal custody of the pupil, provided such parental rights have not been terminated by a court of appropriate jurisdiction.

6:31-1.2 Identification of eligible participants

(a) Whenever a pupil enrolls in the district, that district shall ascertain the pupil's native language. Each district shall maintain a census indicating all pupils identified whose native language is other than English.

(b) The district shall determine the English language proficiency of all pupils whose native language is other than English by means of an initial screening process and the administration of an English language proficiency test, in accordance with guidelines prescribed by the Department of Education.

(c) The district shall administer the Maculaitis Assessment Program (Alemany Press) to all limited English proficient pupils who enter New Jersey schools after grade eight at the time of enrollment to determine their level of English language fluency. These pupils shall be administered the Maculaitis Assessment Program annually thereafter until they achieve the passing level of fluency on the Maculaitis Assessment Program or they pass the High School Proficiency Test, in accordance with guidelines prescribed by the Department of Education.

6:31-1.3 Bilingual education program

(a) When, at the beginning of any school year, there are within the schools of the district, 20 or more pupils of limited English speaking ability in any one language classification, the district board of education shall establish for each such classification a program in bilingual education for all pupils therein, providing also that a district board of education may establish a program in bilingual education for any language classification with less than 20 pupils.

(b) A program of bilingual education may make provisions for the voluntary enrollment on a regular basis of pupils whose dominant language is English in order that they may acquire an understanding of the language and the cultural heritage of the pupils of limited English speaking ability for whom the particular program of bilingual education is designed, provided that no bilingual class contains a majority of pupils whose native language is English.

(c) The district shall assess all pupils enrolled in the bilingual program to determine their dominant language, which shall be used initially as their primary language of instruction.

(d) The bilingual program curriculum shall include the full range of required courses and activities offered on the same basis and under the same rules that apply to all pupils within the school district. In subjects and activities in which verbalization is not essential to understanding, including, but not limited to, art, music and physical education, pupils of limited English speaking ability shall participate fully with English speaking pupils in the regular class or activities provided. There shall be a formal bilingual program curriculum which addresses the use of two languages within the curriculum.

(e) At the secondary level, sufficient courses and other relevant opportunities shall be offered to enable the pupil to fulfill all credits and other requirements for graduation. When sufficient numbers of pupils are not available to form a bilingual class in a subject area, plans must be developed in consultation with the Department of Education to meet the needs of the pupils.

(f) Bilingual programs and services designed to meet the special needs of pupils of limited English speaking ability shall include, but not be limited to, compensatory education, special education and vocational education services and be provided by districts in accordance with N.J.S.A. 18A:7A-4.

6:31-1.4 Programs for English proficiency

(a) Whenever there are one or more, but fewer than 10, pupils of limited English speaking ability enrolled within the schools of the district, the district board of education shall provide services designed to improve the English language proficiency of those pupils pursuant to N.J.S.A. 18A:7A-4. The school district shall develop a special instructional plan which has as its goal the development of English language proficiency.

1. At the secondary level, sufficient courses and relevant opportunities shall be offered to enable the pupils to fulfill all credits and other requirements for graduation.

(b) Whenever there are 10 or more pupils of limited English speaking ability enrolled within the schools of the district, regardless of whether they speak the same native language, those pupils shall be taught by a certified ESL teacher in an ESL program.

(c) ESL curriculum and services shall be developed to address the basic instructional needs of pupils of limited English speaking ability. ESL programs and services designed to meet the special needs of pupils of limited English speaking ability shall include, but not be limited to, compensatory education, special education and vocational training and be provided in accordance with N.J.S.A. 18A:7A-4.

6:31-1.5 Approval procedures

(a) Each school district providing a bilingual or ESL program shall submit an annual plan for a program of bilingual or ESL education to the Department of Education for approval.

(b) Plans submitted by districts for approval shall include information on the following:

1. Identification of pupils;
2. Program description;
3. School information;
4. Evaluation design; and
5. Evaluation data.

(c) Districts shall submit annually the Report of the Limited English Proficient Students as part of the Fall Survey.

(d) Districts shall also submit annually their bilingual and ESL program budget as part of the Annual Improvement Budget.

6:31-1.6 Supportive services

(a) Pupils enrolled in bilingual and ESL education programs shall have full access to educational services available to other pupils in the school district.

(b) School districts should use full or part-time bilingual personnel to provide supportive services, such as counseling, to pupils of limited English speaking ability.

6:31-1.7 Administration and supervision

(a) School districts shall ensure the adequate administration and supervision of bilingual and ESL education programs.

(b) Personnel selected for administrative and/or supervisory positions shall provide evidence to the chief school administrator of specialized training and/or experience in bilingual or ESL education.

6:31-1.8 Inservice training

(a) Districts shall develop a plan for inservice training in the areas of bilingual and ESL education for bilingual, ESL and other program staff based on their needs.

(b) The Professional Improvement Plan of the Annual Report (N.J.S.A. 18A:7A-11(e)) shall include the needs of bilingual and ESL teachers that will be addressed through inservice training.

6:31-1.9 Certification

(a) All teachers of bilingual classes shall hold a valid New Jersey teacher's certificate for the appropriate grade level and/or content area and an endorsement in bilingual education pursuant to N.J.S.A. 18A:6-38 et seq. and N.J.S.A. 18A:35-15 to 26.

(b) All teachers of ESL classes shall hold a valid New Jersey teacher's certificate in English as a second language pursuant to N.J.S.A. 18A:6-38 et seq. and N.J.S.A. 18A:35-15 to 26.

6:31-1.10 Bilingual and ESL program participation

(a) All school age pupils of limited English speaking ability shall be enrolled in the bilingual or ESL education program established by the school district, as prescribed in N.J.A.C. 6:31-1.3(a) and 6:31-1.4(b).

(b) Pupils enrolled in the bilingual or ESL education program shall be placed in a regular program when they have met the exit criterion of a passing score on the English language proficiency test. This shall take effect in the spring of 1988.

(c) Pupils enrolled in the bilingual or ESL education program shall be assessed annually for exit with the English language proficiency test. Pupils may be referred for testing at any time if a program teacher judges that the pupil may be ready for program exit.

(d) Newly exited pupils who are not progressing in the regular program may be considered for reentry as follows:

1. After a minimum of one full semester and within two years of exit, the regular classroom teacher, with the approval of the principal, may recommend retesting. A waiver of the minimum time limitation may be approved by the county superintendent upon request of the chief school administrator if the pupil is experiencing extreme difficulty in adjusting to the mainstream program.

2. The recommendation for retesting would be based on the teacher's judgment that the student is experiencing difficulties due to problems in using English as evidenced by the student's inability to:

i. communicate effectively with peers and adults;
ii. understand directions given by the teacher; and/or
iii. comprehend basic verbal and written materials.

3. The pupil shall be tested using a different form of the test or a different language proficiency test than the one used to exit the pupil.

4. If the pupil scores below the cutoff on the language proficiency test, the pupil shall be reentered into the bilingual or ESL program.

6:31-1.11 Location

All bilingual programs shall be conducted within classrooms approved by the county superintendent of schools within the regular school buildings of the district.

6:31-1.12 Notification

(a) No later than 10 working days after the enrollment of any pupil in a bilingual or ESL education program, the district shall notify, by mail, the parent(s) that the pupil has been enrolled in a bilingual or ESL education program. The notice shall contain a simple, non-technical description of the purposes, method and content of the program in which the pupil is enrolled. The notice shall also inform the parent(s) of their right to review and discuss with district administrators the procedures and pertinent data used to identify their child as having limited English speaking ability. The notice shall also advise the parent(s) of the appeal process to be followed pursuant to N.J.S.A. 18A:6-9, if they wish to challenge the identification of their child. During the pendency of any such appeal before the commissioner, the child shall remain enrolled in the program. The notice shall be in English and in the language in which the parent(s) possesses a primary speaking ability.

(b) School districts shall send progress reports to parent(s) of pupils enrolled in bilingual or ESL education programs in the same manner and frequency as progress reports are sent to parents of other pupils enrolled in the school district.

(c) Progress reports shall be written in English and in the native language of the parents of pupils enrolled in the bilingual program. The progress reports for pupils enrolled in an ESL program shall be written in English and in the native language of the parent(s) unless it can be demonstrated that this requirement would place an unreasonable burden on the local school district.

6:31-1.13 Joint programs

A school district may join with any other school district(s), according to procedures prescribed by the Commissioner of Education with the approval of the county superintendent, to provide programs in bilingual or ESL education.

6:31-1.14 Parental involvement

(a) Each district shall provide for the maximum practicable involvement of parent(s) of pupils of limited English speaking ability in the development and review of program objectives and dissemination of information to and from the local school districts and communities served by the bilingual or ESL education program.

(b) Each school district implementing a bilingual education program shall establish a parent advisory committee on bilingual education on which the majority will be parent(s) of pupils of limited English speaking ability.

(c) The parent advisory committee shall be convened a minimum of four times per school year.

6:31-1.15 Office of Bilingual Education

(a) There shall be established in the State Department of Education an Office of Bilingual Education.

(b) The Office of Bilingual Educaton shall be charged with the following:

1. Administration of the provisions of this chapter;

2. Providing technical assistance to school districts in the implementation of their bilingual and ESL programs;

3. Coordination and monitoring in conjunction with the county offices of education of local, State and Federal programs designed to meet the educational needs of pupils of limited English speaking ability.

6:31-1.16 State advisory committee on bilingual education

(a) The State Board of Education and the State Board of Higher Education shall jointly establish a State advisory committee on bilingual education. The Commissioner of Education and the Chancellor of Higher Education shall appoint the members of the committee.

(b) The committee shall advise the Department of Education and the Department of Higher Education in the formulation of policies and procedures relating to the Act.

(c) The committee shall be composed of at least 15, but not more than 25 members, one of whom shall be elected chairperson. The membership shall include the following representation:

1. A minimum of two, but not more than four, parents of pupils of limited English speaking ability;

2. A minimum of three, but not more than four, persons from institutions of higher education experienced in the training of teachers of bilingual and ESL education;

3. A minimum of four, but not more than six, teachers experienced in bilingual and ESL teaching techniques;

4. A minimum of one, but not more than three, persons serving on a district board of education implementing a bilingual or ESL education program;

5. A minimum of two, but not more than four, school administrators of bilingual or ESL education programs;

6. A minimum of two, but not more than four, laypersons knowledgeable in the field of bilingual and ESL education.

Expiration Date: January 24, 1990

APPENDIX C
Fall and Spring Cut-Scores* for the Maculaitis Assessment Program (MAC) and the Language Assessment Battery (LAB)

	LAB						MAC			
			Cut-Score Form A		Cut-Score Form B					
Grade	Test Level	Total Possible Score	Fall	Spring	Fall	Spring	Test Level	Total Possible Score	Cut-Score Fall	Cut-Score Spring
K[1]	I	30	26	29	24	28	Pink	126	93	108
K[2]	I	58	-	51	-	50	Pink	126	-	-
1[3]	I	58	56	-	55	-	Pink	126	-	-
1[4]	I	58	51	54	50	53	Pink	126	108	114
2	I	58	53	56	53	56	Blue	177	131	147
3	II	112	87	94	89	97	Blue	177	140	149
4	II	112	100	104	102	105	Orange	209	149	157
5	II	112	102	105	104	106	Orange	209	162	169
6	III	139	111	115	111	115	Ivory	199	148	153
7	III	139	113	117	113	117	Ivory	199	149	154
8	III	139	118	120	118	120	Ivory	199	156	158
9	IV	139	110	115	111	116	Tan	199	148	155
10	IV	139	115	118	116	119	Tan	199	153	157
11	IV	139	119	121	120	122	Tan	199	160	163
12	IV	139	123	124	124	125	Tan	199	166	168

1 Kindergarteners who take only the Listening/Speaking subtest of the LAB in the fall or spring or the MAC.

2 Kindergarteners who take both the Listening/Speaking subtest and the Beginning Reading subtest of the LAB in the spring.

3 First graders who take the Listening/Speaking and Beginning Reading subtest of the LAB in the fall.

4 First graders who take the the Listening/Speaking and Reading/Writing subtest of the LAB in the fall or spring or the MAC.

*The cut-scores are based on total test raw scores and are effective as of spring 1989.

Full-Time Equivalent (FTE) Tables

Table 1
30 Hour Week

Hours Worked Per Week	FTE
.5 hrs. to 4.0 hrs.	.1
4.5 hrs. to 7.0 hrs.	.2
7.5 hrs. to 10.0 hrs.	.3
10.5 hrs. to 13.0 hrs.	.4
13.5 hrs. to 16.0 hrs.	.5
16.5 hrs. to 19.0 hrs.	.6
19.5 hrs. to 22 hrs.	.7
22.5 hrs. to 25.0 hrs.	.8
25.5 hrs. to 28.0 hrs.	.9
28.5 hrs. to 30.0 hrs.	1.0

Table 2
32.5 Hour Week

Hours Worked Per Week	FTE
.5 hrs. to 4.5 hrs.	.1
5.0 hrs. to 8.0 hrs.	.2
8.5 hrs. to 11.0 hrs.	.3
11.5 hrs. to 14.5 hrs.	.4
15.0 hrs. to 17.5 hrs.	.5
18.0 hrs. to 21.0 hrs.	.6
21.5 hrs. to 24.0 hrs.	.7
24.5 hrs. to 27.5 hrs.	.8
28.0 hrs. to 30.5 hrs.	.9
31.0 hrs. to 32.5 hrs.	1.0

Table 3
35 Hour Week

Hours Worked Per Week	FTE
.5 hrs. to 4.5 hrs.	.1
5.5 hrs. to 8.5 hrs.	.2
9.0 hrs. to 12.0 hrs.	.3
12.5 hrs. to 15.5 hrs.	.4
16.0 hrs. to 19.0 hrs.	.5
19.5 hrs. to 22.5 hrs.	.6
23.0 hrs. to 26.0 hrs.	.7
26.5 hrs. to 29.5 hrs.	.8
30.0 hrs. to 33.0 hrs.	.9
33.5 hrs. to 35.0 hrs.	1.0

Table 4
37.5 Hour Week

Hours Worked Per Week	FTE
.5 hrs. to 5.0 hrs.	.1
5.5 hrs. to 9.0 hrs.	.2
9.5 hrs. to 12.5 hrs.	.3
13.0 hrs. to 16.5 hrs.	.4
17.0 hrs. to 20.0 hrs.	.5
20.5 hrs. to 24.0 hrs.	.6
24.5 hrs. to 27.5 hrs.	.7
28.0 hrs. to 31.5 hrs.	.8
32.0 hrs. to 35.0 hrs.	.9
35.5 hrs. to 37.5 hrs.	1.0

Table 5
40 Hour Week

Hours Worked Per Week	FTE
.5 hrs. to 5.5 hrs.	.1
6.0 hrs. to 9.5 hrs.	.2
10.0 hrs. to 13.5 hrs.	.3
14.0 hrs. to 17.5 hrs.	.4
18.0 hrs. to 21.5 hrs.	.5
22.0 hrs. to 25.5 hrs.	.6
26.0 hrs. to 29.5 hrs.	.7
30.0 hrs. to 33.5 hrs.	.8
34.0 hrs. to 37.5 hrs.	.9
38.0 hrs. to 40.0 hrs.	1.0

APPENDIX E-1

TEST CODES: INSTRUMENTS WITH NORM-REFERENCED INTERPRETATION

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
California Achievement Test (CAT)	CTB McGraw-Hill	1985	121
*Circus	CTB McGraw-Hill	1979	140
*Comprehensive Assessment Program Achievement Series (CAP)	American Testronics	1980	150
Comprehensive Testing Program (CTP)	Educational Records Bureau	1985	160
Comprehensive Tests of Basic Skills (CTBS)	CTB/McGraw-Hill	1982 1985	180 181
Criterion Referenced Test	Charles Merrill	1983	190
*CTBS Espanol	CTB/McGraw-Hill	1979	195
Curriculum Ref. Tests of Mastery (CRTM)	Charles E. Merrill	1984	197
*Diagnostic Mathematics Inventory (DMI)	CTB/McGraw-Hill	1980	200
Educational Development Series	Scholastic Testing Service	1984	205
*Individualized Criterion Referenced Test (ICRT)	Educational Progress	1979	220
Iowa Test of Basic Skills (ITBS)	Riverside Publishing Co.	1982 1985	260 261
Iowa Tests of Educational Development (ITED)	Science Research Associates	1981	270
Kaufman Test of Educational Achievement		1985	285
**Language Assessment Battery (LAB)	New York City Bd. of Ed.	1982	226
**LAB (Spanish Version)	NYCBOE	1982	577
**Maculaitis Assessment Program (MAC)	Alemany Press	1982	234
Metropolitan Achievement Test	Psychological Corp.	1985	291

* Within the next two years these tests may have norms that are more than ten years old. Continued use of these tests after the 1989-90 school year will require special written approval from the Bureau of Academic and Cognitive Skills.

** These are norm-referenced language proficiency tests.

APPENDIX E-1 (con't.)

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
Metropolitan Achievement/ Readiness Test	Psychological Corp.	1985	301
Minimum Essentials Test	American Testronics	1981	310
National Tests of Basic Skills	American Testronics	1985	315
Reading Yardsticks	Riverside Publishing	1981	350
SABE	CTB/McGraw Hill	1987	592
Scan-tron Reading Test	American Testronics	1985	355
**Secondary Level English Proficiency Test (SLEP)	Educational Testing Serv.	1981	238
*Sequential Tests of Educational Progress	CTB-McGraw Hill	1979	360
SRA Achievement Series	Science Research Asso.	1978***	380
SRA Survey of Basic Skills	Science Research Asso.	1985	381
Stanford Achievement Test (SAT)	Psychological Corp.	1982	400
		1986	401
Stanford Diagnostic Test	Psychological Corp.	1984	411
SESAT	Psychological Corp.		591
Stanford Test of Academic Skills	Psychological Corp.	1982	430
Tests of Achievement & Proficiency (TAP)	Riverside Publishing	1982	470
		1985	471
Test of Adult Basic Education (TABE)	CTB/McGraw Hill	1985	295
*Testing of Basic Experience (TOBE)	McGraw-Hill	1979	480
The Three R's	Riverside Publishing Co.	1982	490
**Woodcock Language Proficiency Battery	Teaching Resource DLM	1984	515

* Within the next two years these tests may have norms that are more than ten years old. Continued use of these tests after the 1989-90 school year will require special written approval from the Bureau of Academic and Cognitive Skills in the Division of General Academic Education.

** These are norm-referenced language proficiency tests.

*** 1984 norms

APPENDIX E-2

TEST CODES: INSTRUMENTS WITH CRITERION-REFERENCED INTERPRETATION

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
ABC Inventory	Educational Studies & Development	1965	600
Basic Achievement Skills Individual Screener (BASIC)			601
Basic Arithmetic Skills Eval. (BASE)	Readers Digest	1981	602
Basal Reading Test (Specify Publisher Form)			602
Boehm	Psychological Corp.		605
Brigance	Curriculum Assoc.		606
Camden ESL CRT	Camden City Sch. Dist.		607
Camden Proficiency Test	Camden City Sch. Dist.		608
Chicago Short Tests of Linguistic Skills	Chicago School District		609
Cognitive Skills Assessmeet	Boehm/Slater		611
Denver Development Early Childhood	Ladoca Pub. Foundation		612
Dial	Childcraft Ed. Corp.	1981	613
Falls River	Falls River School District		614
Gesell Development Test	Programs for Ed. Inc.		616
Gesell Preschool Test	Programs for Ed. Inc.	1980	617
High School Proficiency Test (HSPT)	SEA	1985	618
IDEA Mastery Tests	Ballard & Tighe, Inc.	1975	619
IDEA Oral Lang. Prof. Test-Eng.	Ballard & Tighe, Inc.	1979	620
IDEA Oral Lang. Prof. Test II-Eng.	Ballard & Tighe, Inc.	1983	621
Illinois Test of Psycholinguistic Ability	University of Illinois		622
Inventory of Readiness	Harcourt Brace		623
Language Assessment Scales	DeAvilla, Duncan & Assoc.		624
Language Proficiency Test	Academic Therapy Pub.	1981	625
LEAMOS: Spanish Developmental Reading	Amidon Assoc.		626
McCarthy Scales	Psychological Corp.		627
Metropolitan Readiness Test (MRT)	Psychological Corp.	1976	628
Minimum Basic Skills Test	SEA		629
Moreno Oral English/ Spanish Proficiency Test	Moreno Educational Co.		630
Nat'l. Ed. Dev. Test (NEDT)	Science Research		631

APPENDIX E-2 (con't.)

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
Pre-Academic Learning Inventory	Academic Therapy		632
Santa Clara Inventory of Developmental Tasks	R.L. Zweig Assoc.	1974	633
Silvaroli Word Rec.	William C. Bacon	1975	634

APPENDIX E-3

TEST CODES: INSTRUMENTS NEEDING FOLLOW-UP

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
Los Pruebas de Riverside	Riverside Publishing Co.	1985	281
Addison Wesley Test	Addison Wesley Pub.		701
Addison Wesley Math	Addison Wesley Pub.		702
Basic School Skills Inv.	Follett		707
Battelli Dev. Inventory	Battelli		708
Botel Rdg. Inventory	Botel		709
Cherry Hill ESL Writing Test	LEA		710
Dallas Preschool Inventory	Dass Educational Services		715
D.C. Heath-Kdg.	D. C. Heath Inc.		716
Detroit Test Learning Aptitude	Robert Merrill Co. (1958)		717
Developmental Tasks for Kdg. Readiness	Clinical Psy. Pub. Co.		718
Developmental Test of Visual Motor Integration	Follett Co. (1967)		719
Ginn Mastery Test (Grade 1)	Ginn Co.		732
Goldman-Fristoe Woodcock Test of Auditory Skills	American Guidance (1970)		734
Harper & Rowe Readiness Test	Harper & Rowe Pub.		736
Heilert Gross Motor (Pre K-K)	Heilert		737
Heilert Informal Assessment (Grade 1)	Heilert		738
Heilert (Hays Early Listening)	Heilert		739
Holt End-of-Kdg. Test	Holt Co.		740
Houghton Mifflin	Houghton Mifflin Co.		742
Iowa Ready Step			745
John Test	L.I. Company		748
Knobler Perceptual Dev.			749
Marano Test of Passive Grammar	Louise Marano		751
Marchgeyer Test			752
Murphy Durell Test			754
Peabody Picture Vocabulary Test	American Guidance		756
P.C.R.T.			758
P.O.P.R.S.			759
P.P.V.T. for Kdg. Screening	American Guidance		760
PMA Test	SRA-Verbal and Auditory		763
SARI (Systematic Assessment of Rdg.)	Phi Delta Kappa		766
Scott-Foresman Comp. Achievement Test (Level 12-A)			768
Southern California Figure Ground	W. Psychological Service (1966)		774
Strategies in Early Childhood	Cooperative Educational Service Agencies		775
TOLD (Test of Language Development)	PROED	1984	779(a)

APPENDIX E-3 (con't.)

TEST CODES: INSTRUMENTS NEEDING FOLLOW-UP

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
TELD (Test of Early Language Development)	PROED	1984	779(b)
T.A.B.S. (Test of Arithmetic Basic Skills)	Edits Publisher		780
Utah Test of Lang. Skills			782
Vane Test (Kdg.)	Clinical Psy. Publishers		783
Wepman Auditory Discrimination	Language Resource Association (1973)		785
Winter-Haven Screening Test for Kdg.	Scholastic Testing Service		786
Wisconsin Design			787
Yellow Brick Road	Teaching Resources		788
ZELS K Test			789
Kindergarten Search and Teach	Walker Educational Publishers		806
Gunzberg Progress Assessment Chart (Woodbridge Dev. Center)	Agency		848
Kaufman Test of Educational Achievement (Woodbridge Dev. Center)	Agency		860
Locally Developed Behavioral Scale (Hunderton and North Jersey Deve. Center)	Agency		872
Locally Developed Criterion - Referenced Test-Task Analysis (New Lisbon, Woodbine, Camden Dev. Center, Office of Education Direct Services)	Agency		873
Locally Developed Pre-Vocational Assessment Tool (Center Autistic Children)	Agency		874
Orange Grade 1 Pre/Post	Humanics Ltd.		901
Preschool Attainment Record (Vineland Dev. Center)	Agency		914
Sequenced Inventory of Communication Dev. Receptive Scale (Hunterdon Dev. Center)	Agency		926
Clymer-Barrett Readiness Test (Kindergarten)	Chapman, Brook & Kent	1983	950
Inventory of Readiness Skills (Kindergarten)	Educational Programs Roseberg, Oregon	1973	951
Mann-suiter Informal Reading Inventory	LEA		957

APPENDIX E-3 (con't.)

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
Fuharty Pre-school Test (1978)	Teaching Resources Corp.		961
Aptitude Achievement Test Educational Records Bureau			965
English Language Skills Assessment Newberry House		1980	967
Houghton Mifflin Kindergarten Readiness Test (Reading) 1983			968
Dolch Word List			969
Camden Dev. Kindergarten Checklist (Spanish Version)	LEA		974
Camden Dev. Inventory Test for Reading (Spanish Version)	LEA		975
Camden Dev. Inventory Test for Math (Spanish Version)	LEA		976
Allendale Inventory of Readiness Skills - 1977	Educationally Programmers Inc.		983
Cognitive Abilities Test (State Facility - Commission for the Blind)	Agency		984
Everyday Skills Test - McGraw Hill (Union Co. Shelter) - 1969	Agency		986
Learning Accomplishment Profile - 1977 Diagnostic ED-Revised (Katzenbach School for the Deaf)	Agency		990
Hawaii Early Learning Profile (HELP) Monmouth - Ocean EIP	Agency		991
Mecklenburg Motor Development Evaluation Mecklenburg Center (Our Lady of Lourdes)	Agency		992
Reel (Receptive, Expressive, Emergent Language)	University Press-Balt.	1971/1985	993

APPENDIX E-3 (con't.)

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
Reading Steps	Houghton Mifflin	1977	996
Self Control Rating Scale	Journal of Consulting and Clinical Psychology (Agency)		997
Mt. Lakes EIP Vocalization Test	Agency	1985	998
Mt. Lakes EIP OT Battery	Agency	1985	999
Jerry L. Johns Basic Reading Inventory	Jerry L. Johns		1001
Woodbine Developmental Scale and Pre-Vocational Communication Guide (Woodbine Deve. Ctr.)	Agency		1002
Zaner Bloser Screening Inventory	Zaner Bloser	1980	1003
Kauffman Assessment Battery	Kauffman	1983	1004
Pre-Reading and Math Skills Test	Economy Co.	1982	1005
Lollipop Test	Humanics Inc.	1981	1006
Gesell Readiness Test	Programs for Ed. Inc.		1008
New Brunswick Language Proficiency Test	LEA		1012
• Early Learning Accomplishment	Kaplan Press	1978	1013
• Learning Accomplishment Profile (LAP)	Kaplan Press	1978	1014
• Bayley Infant Development Scales	Psychological Corp.	1969	1015
• The Early Intervention Development Profile (E.I.D.P.)	Univ. of Michigan	1981	1016

• Early Intervention Program (EIP)

APPENDIX E-3 (con't.)

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
• The Carolina Record of Individual Behavior (CRIB)	Frank Porter-Graham	1984	1017
• The Zimmerman Preschool Language Scale (PLS)	Merrill Pub. Co.	1979	1018
• The Uzgiris-Hunt Scales of Ordinal Development	University Park Press	1980	1019
• The Erhardt Prehension Profile	Ransco Pub. Co.	1982	1020
• Peabody Picture Vocabulary Test (PPVT)	American Guidance	1981	1021
• Minnesota/Parent Inventory	Behavior Science Systems, Inc.	1979	1022
• Hear Kit	B.A.M. World Markets	1979	1023
Animal Crackers - Reading Test	Ginn Co.	1985	1040
McMillan Math Program	McMillan & Co.	1985	1041
Step Test	Step		1042
Minnesota Kindergarten	Minnesota		1043
Economy Test	Economy Publishers	1987	1049
Vane Test	Vane	1987	1051
Lippincott Readiness	Lippincott Co.	1987	1063
Holt Math Placement	Holt	1987	1065
Early Screening Intervention	Mesels Columbia University		1069
Portuguese Translation of the Comprehensive Test of Basic Skills	Newark School District	1988	1070
Adult Basic Learning Examination (ABLE)	Psychological Corp.	1974	1071

• Early Intervention Programs

APPENDIX E-3 (con't.)

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
Bilingual Syntax Measure (BSM)	Psychological Corp.		1072
*Anton Brennan Developmental Gestalt Test of School Readiness - Prek	Western Psychological	1964	1073
Qinch Score Achievement Test (QSAT)	PROED	1987	1074
Woodcock Johnson Psycho Education Battery	Teaching Resources	1985	1075
Cooperative Pre-School Inventory	CTB-McGraw Hill	1980	1076
Zeitlin Early Intervention	Child Study Center	1981	1077
Infant Scale of Communicative Intent	St. Christopher's Hospital	1987	1078

• Early Intervention Programs

*Cannot be used for evaluation of FY 1990 Programs.

3232h

APPENDIX F

REQUIRED TESTING FOR BILINGUAL/ESL STUDENTS

Area	Students Involved	Instruments	Frequency
Identification	K-12	language proficiency test	upon enrollment
Exit	K-12	language proficiency test	annually in spring
Evaluation	K-12		annually in fall/spring or spring/spring
ESL		language proficiency test	
Reading		standardized test	
Writing		standardized test	
Math		standardized test	
Assessment	K-12		annually in spring
Reading		standardized test	
Writing		standardized test	
Math		standardized test	
Supplemental ESL		language proficiency test	
Graduation			
Academic Skills	9-12	HSPT	annually until passed
English language fluency	LEP students who entered N.J. schools after 8th grade	Maculaitis Assessment Program	annually until passed (exception: a LEP student who passed HSPT is no longer required to pass MAC)

APPENDIX G
GLOSSARY

Bilingual Categorical Aid (BCA) is state funding to support bilingual and ESL programs in conjunction with local monies.

Education Consolidation Improvement Act (ECIA), Chapter 1, provides federal financial assistance to state and local educational agencies to meet the special educational needs of educationally deprived children.

Emergency Immigrant Education Assistance (EIEA) provides federal funding to local educational agencies for immigrant children who have attended schools in the United States for less than three years.

English as a Second Language (ESL) is developmental English language instruction provided to individuals whose first or native language is not English.

High School Proficiency Test (HSPT) is the test of skills in reading, writing and mathematics required for graduation from New Jersey secondary schools.

Language Assessment Battery (LAB) is an English language proficiency test. It is recommended by the department as an instrument to use for the identification of LEP students and the exit of students from bilingual and ESL programs. The state has established cut-off scores for this test.

Limited English Proficient (LEP) refers to individuals whose first or native language is not English and who cannot function effectively in English, as measured by an English language proficiency test.

Maculaitis Assessment Program (MAC) is an English language proficiency test. The State Board of Education has designated the cutoff score of 133 on this test as the demonstration of fluency for LEP students as part of a special graduation policy for those who enter after grade eight. The test is also recommended for the identification of LEP students and the exit of students from bilingual and ESL programs. The state has established cut-off scores for these purposes.

Native language is defined as "the language first acquired by the pupil, the language most often spoken by the pupil, or the language most often spoken in the pupil's home, regardless of the language spoken by the pupil." (NJAC 6:31-1.1)

State Compensatory Education Aid (SCE) provides state funding to support basic skills remedial programs for those students below state minimum levels of proficiency.

Special Review Assessment (SRA) is a comprehensive review of basic skills proficiencies measured through different means other than the ninth grade statewide test (HSPT). This assessment is conducted during grade twelve. For LEP students who enter New Jersey schools after grade 8, this assessment may be in the native language of the student.

Supplemental ESL is ESL instruction that is in addition to the developmental ESL program for students that have been identified in need.

Transition Program for Refugee Children (TPRC) provides federal funding to local educational agencies for refugee children who have attended schools in the United States for less than three years.

0866h & 2656h

INDEX OF THE COUNTRIES OF THE WORLD AND LANGUAGES SPOKEN

SUPPLEMENT C

The following information will assist in identifying the languages spoken by the students in your school and the language code to be filled in on the Report of Limited English Proficient Students on Roll, by Grade. This index lists the countries of the world alphabetically, the language(s) spoken in that country, and the code number for each language.

Should a language be identified inthe school that does not appear on this index, please specify the language, but do not complete the code entry.

AFGHANISTAN	
Dari	404
Farsi	018
Pushto/Pashto	095
ALABANIA	
Albanian	056
ALGERIA	
Arabic	011
French	005
ANDORRA	
Catalan (Spanish dialect)	001
ANGOLA	
Kikongo	201
Kimbundu	202
Kiowa	212
Portuguese	002
Umbundu	203
ARGENTINA	
Spanish	001
AUSTRALIA	
English	000
AUSTRIA	
German	
BAHAMAS	
English	000
BAHRAIN	
Arabic	011
English	000
Farsi	018
BANGLADESH	
Bengali	047
BARBADOS	
English	000
BELGIUM (NORTH)	
Dutch	041
Flemish	088
BELGIUM (SOUTH)	
French	005
BENIN	
English	000
French	005
BHUTAN	
Nepali/Pahiri	168
Tibetan	084
BOLIVIA	
Spanish	001

BOTSWANA	
English	000
Botswan	217
BRAZIL	
Portuguese	002
BULGARIA	
Bulgarian	048
BURMA	
Burmese	036
English	000
BURUNDI	
French	005
Kirundi	204
CAMBODIA	
Cambodian (Khmer)	080
French	005
Hmong	423
CAMEROON	
English	000
French	005
Arabic	011
Koko/Bassa	616
CANADA	
English	000
French	005
CAPE VERDE ISLANDS	
Portuguese (Creole)	002
CENTRAL AFRICAN REPUBLIC	
French	005
Arabic	011
CEYLON	
Singhalese	058
Tamil	068
CHAD	
Arabic	011
French	005
CHILE	
Spanish	001
CHINA (MAINLAND/ TAIWAN)	
Amoy	085
Cantonese	081
Chin (Northern Chinese)	308
Minchia	309
Chuang	301
Hakka/Hakla	301
Mandarin	096
Min (Fukien)	303
Pekingese	310
Taiwanese	104
Toysan	107
Uigur	304
Wu	305
COLOMBIA	
Spanish	001
COMORO ISLANDS	
French	005
CONGO, PEOPLE'S REPUBLIC OF	
Dutch	041
French	005
Fula	206
Kikongo	201
Kituba	207
COSTA RICA	
Spanish	001

CUBA

Spanish	001

CYPRUS

English	000
Greek	006
Turkish	012

CZECHOSLAVAKIA

Czech	032
Slovak	091

DENMARK

Danish	042

DOMINICAN REPUBLIC

Spanish	001

ECUADOR

Spanish	001

EGYPT

Arabic	011
English	000

EL SALVADOR

Spanish	001

EQUATORIAL GUINEA

Spanish	001

ETHIOPIA

Amharic	247
Arabic	011
Tigrinya	209

FIJI

English	000

FINLAND

Finnish	046
Swedish	030

FRANCE

French	005

GABON

Arabic	011
Buhe	210
Fang	214
French	005

GAMBIA

English	000
Wolof	213

GERMANY

German	016

GHANA

Akan	183
English	000
Hausa (Xhosa)	182
Fanto	169
Twe	079

GREECE

Greek	006

GRENADA

English	000
French Patois	211

GUAM

Chamorro	608

GUATEMALA

Spanish	001

GUINEA

French	005

GUINEA-BISSAU	
Portuguese	002
GUYANA	
English	000
HAITI	
Creole	073
French	005
HONDURAS	
Spanish	001
HUNGARY	
Hungarian/Magyar	019
ICELAND	
Icelandic	038
INDIA	
Assamese	401
Bengali	047
Bhili/Santali/ Konkani	402
Bihari	403
Coorg/Coorge/ Kodagu	613
English	000
Gujarati	064
Hindi	009
Canarese/Canadese (Kanarese/Kannada)	165
Kashmiri	405
Kurukh (Oraon)	407
Lahnda	424
Malayalam	061
Marathi	066
Mina	615
Pahiri (Nepali)	168
Oriya	062
Punjabi	067
Rajasthani	408
Sindhi	410
Tamil	068
Teluga	069
Tulu	607

INDONESIA	
Bahasa Indonesian/ Malay Indonesian	412
Dayak	416
Javanese	417
Sudanese	181
Tamil	068
IRAN	
Azerbaijani	419
Baluchi	140
Kurdish	150
Mazandarani	422
Farsi	018
Pushto/Pashto	095
IRAQ	
Arabic	011
Turkish	012
IRELAND	
English	000
Gaelic	187
ISRAEL	
Arabic	011
English	000
Hebrew	020
Yiddish	021
ITALY	
Italian	003
IVORY COAST	
French	005
JAMAICA	
English	000
JAPAN	
Japanese	007

JORDAN	
Arabic	011
Aramaic	609

KENYA	
English	000
Kikuyu (Geyoko)	215
Luhya (Luhia)	216
Swahili	057

KOREA	
Korean	004

KUWAIT	
Arabic	011
English	000

LAOS	
French	005
Lao (Laotian)	059
Khmer (Cambodian)	080

LEBANON	
Arabic	011
English	000
French	005
Aramaic	609

LESOTHO	
English	000
Hausa (Xhosa)	182
Sesotho	218

LIBERIA	
English	000
Arabic	011

LIBYA	
Arabic	011

LIECHTENSTEIN	
German	016

LUXEMBOURG	
French	005
German	016

MADAGASCAR	
French	005
Malagasy	219

MALAWI	
English	000
Nyanja	220
Tumbuka	221

MALAYSIA	
Arabic	011
English	000
Malay-Indonesian (Bahasa)	082
Tamil	068

MALDIVES	
Maldivian	222

MALI	
French	005
Arabic	011
Mande	223

MALTA	
English	000
Maltese	076

MAURITANIA	
Arabic	011
French	005

MAURITIUS	
English	000
French	005

MEXICO	
Spanish	001

MONACO	
French	005

MOZAMBIQUE	
Portuguese	002

NAMIBIA	
Koko/Kung - Gobabis	611
Ovambo	224
Nama	225
Herero	226

NAURU	
English	000

NEPAL	
Nepali	168
Tibetan	084

NETHERLANDS	
Dutch	041

NEW ZEALAND	
English	000
Maori	601

NICARAGUA	
Spanish	001

NIGER	
Arabic	011
French	005
Fula	206
Xhosa (Hausa)	182

NIGERIA	
Arabic	011
English	000
Efik	180
Ibo	078
Xhosa (Hausa)	182
Tiv	227
Yoruba	228

NORWAY	
Norwegian (Landsmaal and Riksmaal)	086

OMAN	
Arabic	011
Baluchi	140
Hindi	009
Urdu	014

PAKISTAN	
Assamese	401
Baluchi	140
Bengali	047
English	000
Hindi	009
Punjabi	067
Sindhi	410
Urdu	014
Pushto/Pashto	095

PANAMA	
Spanish	001

PAPUA (NEW GUINEA)	
Igora	610
Krio	176
Koko/Hunjara	617

PARAGUAY	
Spanish	001

PERU	
Spanish	001

PHILLIPINES	
Bikol	170
Bisaya	425
Cebuano	426
English	000
Ilocano (Iloko)	065
Panay-Hiligaynon	426
Pilipino	117
Samar-Leyte	428
Spanish	001

PHILLIPINES	
Tagalog	013
Visayan	429
Zambal	108

POLAND	
Polish	015

PORTUGAL	
Portuguese	002

PUERTO RICO	
Spanish	001

QATAR	
Arabic	011

RUMANIA	
Rumanian	027

RWANDA	
French	005
Kinyarwanda	229

SAN MARINO	
Italian	003

SAO TOME AND PRINCIPE	
Portuguese	002

SAUDI ARABIA	
Arabic	011

SENEGAL	
French	005
Wolof	213

SEYCHELLES	
French	005

SIERRA LEONE	
English	000
Krio	176
Temne	230

SINGAPORE	
English	000
Malay-Indonesian (Bahasa-Indonesian)	412
Tamil	068

SOMALIA	
Arabic	011
English	000
Italian	003
Somali	231

SOUTH AFRICA	
Africaans	077
English	000
Kisutu	232
Xhosa (Hausa)	182
Zulu	233
Sesotho	218

SPAIN	
Spanish	001

SRI LANKA (CEYLON)	
English	000
Singhalese	058
Tamil	068

SUDAN	
Arabic	011
Xhosa (Hausa)	182

SURINAM	
Dutch	041

SWAZILAND	
Arabic	011
Siswati	235

SWEDEN	
Swedish	030

SWITZERLAND	
French	005
German	016
Italian	003

SYRIA	
Arabic	011
Aramaic	069
Turkein	236

TANZANIA	
English	000
Swahili	057

THAILAND	
Lao	059
Thai (Tai)	023

TIBET	
Tibetan	084

TOGO	
Ewe	237
French	005
English	000

TONGA	
English	000
Tongan	238

TRINIDAD AND TOBAGO	
English	000

TUNISIA	
Arabic	011
French	005

TURKEY	
Turkish	012

UGANDA	
English	000
Luganda (Ganda)	239
Luo	240

U.S.S.R.	
Abkas (Abkhaz)	460
Armenian (Hahyeren)	026
Azerbaijani	419
Byelorussian	450
Chuvassian (Chuvash)	451
Estonian	045
Georgian	452
Kazakh	453
Kirghiz	454
Latvian (Lettish)	093
Adyge (Cherkessian/ Circassian/Kabadin)	094
Lithuanian	089
Mongolian	455
Mordavinian	456
Russian (Great Russian)	457
Farsi	018
Ukrainian	037
Uzhek	458
Bashkir	459
Pushto/Pashto	095

UNITED ARAB EMIRATES	
Arabic	011

UNITED KINGDON	
English	000
Welsh	602

UNITED STATES	
English	000
Creole (Cajun)	097
American Indian (various languages)	074
Spanish	001

UPPER VOLTA	
French	005
Mossi	241

URUGUAY	
Spanish	001
VENEZUELA	
Spanish	001
VIETNAM	
Vietnamese	010
Hmong	423
WESTERN SAMOA	
English	000
Samoan	035
YEMEN	
Arabic	011
YUGOSLAVIA	
Macedonian	090
Serbo-Croat	040
Slovenian	034
ZAIRE	
French	005
Kikongo (Kongo)	201
Lingala	242
Luba-Lulua (Kiluba)	243
Swahili	057
Tshiluba	244
Koko/Bangba	618
ZAMBIA	
Bemba	245
English	000
Shona	246
ZANZIBAR	
Swahili	057
ZIMBABWE	
Bemba	245
English	000
Shona	246

LDC/srs:1/3162h

BILINGUAL AND/OR ESL EDUCATION
PROGRAM PLAN

AA/pe:1/0866h & 2656h

SECTION I: PROGRAM SUMMARY
BILINGUAL AND /OR ESL EDUCATION PROGRAM PLAN - FY 90

A. District Information:

County ☐☐ District ☐☐☐☐

Contact Person Title

Area Code Phone Number

Address

City State Zip Code

Program Type: Bilingual/ESL _____

ESL-only _____

B. Funding Sources for Bilingual and/or ESL Programs: Enter the amount of funds rounded to the nearest dollar for the Bilingual and/or ESL Program next to the appropriate source.

01 Local _____	05 EIEA _____
02 State BCA _____	06 TPRC _____
03 State SCE _____	07 Title VII _____
04 Chapter 1 ECIA _____	08 Other _____

C. STATEMENT OF ASSURANCES

THE SCHOOL DISTRICT HEREBY ASSURES THE COMMISSIONER OF EDUCATION OF THE STATE OF NEW JERSEY THAT:

1. The control of funds provided under State Bilingual Categorical Aid shall rest with the school district for the purposes in this plan.
2. The Bilingual and/or ESL education program will be operated in compliance with applicable New Jersey statutes and regulations.
3. A committee of school district representatives and parents of limited English proficient students was involved in the planning and development of this plan.
4. Parents of students in the bilingual and/or ESL program have been properly notified of their child's participation in the program.
5. A Bilingual Parent Advisory Committee has been established for districts implementing bilingual programs.
6. Inservice training on bilingual and ESL education will be provided for district staff in accordance with identified needs during the school year for which the plan is approved.
7. The board has approved and adopted the district's bilingual/ESL program curricula.

Name of Chief School Administrator | Signature of Chief School Administrator | Date Signed

SUBMIT THE ORIGINAL AND ONE COPY TO THE COUNTY OFFICE OF EDUCATION

ECTION II: IDENTIFICATION AND EXIT OF ELIGIBLE PARTICIPANTS

County: _____ ☐☐ District: _____ ☐☐☐☐

A. Native Language Census:
Check all the methods used to identify students with another language in their background.

01 _____ Home Language Survey
02 _____ Registration Survey
03 _____ School Survey
04 _____ Other Please describe: _____

_____

B. Administration of the Language Proficiency Test:

Col. 1	Col. 2	Col. 3	Col. 4
Grade	Instrument Code	Type of Score Code	Standards
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

SECTION III: PROGRAM DESCRIPTION

County: _____ ☐☐ District: _____ ☐☐☐☐

A. Bilingual Program Language: _____ ☐☐☐

NOTE: PROVIDE A SEPARATE DESCRIPTION PAGE FOR EACH LANGUAGE FOR WHICH THERE IS A BILINGUAL PROGRAM.

1. Instructional Setting: Enter the **grade levels** in which the following settings are used to provide bilingual services.

SETTING	ELEMENTARY	INTERMEDIATE	SECONDARY
(01) Self-contained			
(02) Proficiency level			
(03) Departmentalized			
(04) Bilingual pullout			
(05) Resource room			
(06) Bilingual tutorial			
(07) High intensity ESL			

2. Program Offerings: Enter the **grade levels** for subjects taught in the bilingual program.

OFFERING	ELEMENTARY	INTERMEDIATE	SECONDARY
(01) Reading			
(02) Language Arts			
(03) Mathematics			
(04) Social Studies			
(05) Science			
(06) Other:			

3. Instructional Design: Enter the **code** for the design that best describes the district policy as it relates to transitional process in reading/language arts (**See** instructions for code).

Instructional Design _____

If other was indicated, please describe. _____

_____

SECTION III: PROGRAM DESCRIPTION (continued)

County: _____ ☐☐ District: _____ ☐☐☐☐

B. ESL Program

1. **Instructional Setting:** Enter the **grade levels** in which the following settings are used to provide ESL instruction.

SETTING	ELEMENTARY	INTERMEDIATE	SECONDARY
(01) Pullout			
(02) Class period			
(03) In class			
(04) High intensity		•	
(05) Resource center			
(06) Magnet center			
(07) Other			

If other was indicated, please describe _____

_____

SECTION IV: SPECIAL SERVICES

County: _____ ☐☐ District: _____ ☐☐☐☐

A. **Basic Skills and Supplemental ESL Services:** Indicate for each content area the total number of LEP students receiving basic skills and supplemental ESL services.

Content Area	Number of LEP Students
(01) Reading	
(02) Writing	
(03) Mathematics	
(04) Supplemental ESL	

B. **Special Education:** Indicate by classification the number of LEP students identified. Also indicate the total number of students across all classifications.

Classification	Code	Number of LEP Students
Eligible for Speech Correction	19	
Educable Mentally Retarded	20	
Trainable Mentally Retarded	21	
Perceptually Impaired	22	
Orthopedically Handicapped	23	
Neurologically Impaired	24	
Visually Handicapped	25	
Auditorily Handicapped	26	
Communication Handicapped	30	
Emotionally Disturbed	31	
Socially Maladjusted	32	
Chronically Ill	33	
Multiply Handicapped	34	
Preschool Handicapped	38	
Total		

SECTION V: PROGRAM IMPLEMENTATION

County: _____ ☐☐ District: _____ ☐☐☐☐

Language: _____ ☐☐☐

A. School Information

	Professional Staff			Student Participants			Alternative Bilingual Program		ESL Program	
	Bilingual			Bilingual			Time of Instruction		Time of Instruction	
School	B.C.	Alt.	ESL	B.C.	Alt.	ESL	Days per week	Mins/Day	Days per week	Mins/Day
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Totals										

B. Summary Information

1. Total number of teachers: _____ Bilingual _____ Bilingual/ESL _____ ESL

SECTION VII EVALUATION DESIGN BY CONTENT AREA

County: ____ ☐☐ District: ____ ☐☐☐☐

NOTE: Evaluation designs for **all four content areas** are to be completed by both bilingual/ESL and ESL-only program districts.

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13
Prog. Code	Content Area Code	Grade Level	Evaluation Instrument(s) Code(s)	Func. Level Test	Pretest Date	Pretest Analyst Code	Type Analysis Code	Funct. Level Test	Posttest Date	Posttest Analyst Code	Type Analysis Code	Eval. Model Code